

AN ANALYSIS OF CHANGES IN PERCEPTIONS OF CERTIFIED ATHLETIC
TRAINERS FROM 1996 TO 2006 ON THE WOMEN IN
ATHLETIC TRAINING SURVEY

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This study investigates how perceptions vary in athletic trainers regarding issues pertaining to women in the profession. Subjects included 1500 male and 1500 female certified athletic trainers who responded to 44 demographic and perceptions survey items used to determine whether perceptions were different based on the respondent's gender. Results were compared to a previously disseminated survey in 1996 to also determine if perceptions had changed from 10 years earlier. Results regarding the presentation of awards and the attainment of leadership positions in the organization were also compared to actual data collected. The data suggested that males' perceptions had not changed, but females' perceptions had changed, in that females perceived that opportunities had improved. Data regarding the number of females who had ascended to leadership positions or had received awards did not support these perceptions, however, and female athletic trainers continue to struggle to obtain equality in both of these areas. Additionally, homosocial reproduction continues to influence the decreased number of women who are hired into various jobs, or advance into leadership positions, maintaining patriarchy in the athletics arena and in the athletic training organizations.

Results suggested that because athletic training has been dominated by men since its inception, patriarchy continues to influence the lack of ascension of women into leadership positions and awards recognition. Many women are choosing to leave the

profession due to the gender role pressure that they can not sustain a career in athletic training and raise a family. Men's professional sports continue to reject the concept of hiring women to serve as athletic trainers with their athletes, which also continues to preserve a patriarchal environment.

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CHAPTER I

INTRODUCTION

In the profession of athletic training, as with many male dominated professions, women have struggled to have their voices heard and their contributions to the profession acknowledged. Athletic training epitomizes a patriarchal ideology, in that men dominate in terms of leadership, recognition, job opportunity, and professional advancement, despite the fact that women currently comprise 50% of the 30,000 members (Ward, 2004). Though athletic training has a distinguished history as a profession, women have experienced discrimination and marginalization in their professional endeavors (Anderson, 1991). Some of the first female athletic trainers described situations where they were forced to endure ridicule, harassment, and discouragement in order to continue to practice in this profession (Anderson, 1991; Ebel, 1999). Even though women in general have strived to improve their acceptance and recognition in the workplace in our society, women in athletic training continue to struggle with equality, and the reasons for this remain unclear (McConeghy, 1996).

Results of McConeghy's (1996, 1997) surveys suggested that though women were interested in serving the profession, but perceived that opportunities were not readily available, and thus women could not ascend to positions of leadership. Similarly, women did not perceive that they were recognized through the NATA or district awards programs as much as their male counterparts. Though the NATA has worked diligently to assist in increasing leadership and awards opportunities for women, a substantial gap continues to exist between male and females (Oats, 2005; Ward, 2004). With such an overwhelming number of women now in the organization, the question of why were

women having such a difficult time assuming leadership positions, receiving awards for their service and scholarship, and obtaining jobs with equal position and pay as their male counterparts needed to be answered.

Female athletic trainers tend to leave the profession of athletic training to raise a family, more so than their male counterparts, which may be related to society's gender roles influencing their decision (McConeghy; 1996, 1997). Concerns regarding the reasons women were leaving the field motivated the NATA to create and provide programs regarding life balancing issues, mentoring, networking, and leadership development. Despite these efforts, women continue to lag behind men in ascending to leadership positions, receiving awards, and remaining in the profession of athletic training.

This study assessed current perceptions of males and females in athletic training regarding opportunities for females in the profession, and compared those perceptions to actual data regarding leadership participation, awards recognition, salary, and conflict with family. This study was compared to McConeghy's (1996, 1997) data to assess whether perceptions today and those assessed ten years ago were similar or whether male and female athletic trainers' perceptions had indeed changed. Vital to this study were the perceptions regarding whether female athletic trainers perceived less, equal, or greater opportunities than their male counterparts.

Need for the Study

This survey coincided with a period in the NATA's history when demographics of the organization had become equal in relation to gender. As a profession that has historically been dominated by males, women have struggled to earn equal salaries, award recognition, and leadership positions in the NATA (McConeghy, 1996; Oats, 2005). To that end, the NATA has worked diligently to improve these conditions, in hope of removing the barriers that existed for women in the profession during the 1970s and 1980s. This study attempted to identify whether these barriers continued to exist and, if so, to what extent, or whether conditions had indeed improved for women in athletic training.

Statement of the Problem

National Athletic Trainers' Association records revealed that the first female joined the organization in 1966, fifteen years after the organization was formally established (Ebel, 1999; O'Shea, 1980). It was not until Title IX was passed, however, that a surge of women joined the athletic training profession. By 1996, the National Athletic Trainers' Association (NATA) established the Women in Athletic Training Task Force, whose charge was to identify challenges women in the profession of athletic training faced and to offer solutions to these challenges (Ebel, 1999). As part of that charge, the task force developed The Women in Athletic Training Survey that was distributed to a random sample of 1000 female members to collect demographic information, to gather information about participation in the organization, and to ask their opinions on issues in athletic training as they pertained to women. The results of the survey were reported to the task force in May of 1996 (McConeghy, 1996). Central to

this report was the perception that the women sampled did not believe that they had the same opportunities for leadership, service, advancement, awards, compensation, or job title due to their gender. This perception was also supported statistically in that women comprised 44% (5,258) of the NATA membership in 1996, but held only 26% of board, committee, or liaison positions in the NATA (Ebel, 1999).

Concerned and intrigued about the survey results, the task force decided to sample male members regarding their perceptions of women in athletic training to determine if men believed that they were afforded greater opportunities due to their gender. Not surprisingly, the men did not believe that women had fewer opportunities in any of the categories discussed. In addition to providing information regarding perceptions of both men and women, the survey results also served to offer information regarding problems female members faced pertaining to their gender, such as child care issues, life balancing skills and strategies, and leadership development issues and opportunities as reflected in the survey.

In 1998, the first female was elected president of the NATA. Currently, more women are serving on committees and have been elected to district and national board of director positions than those serving when the initial surveys were completed. Persisting questions remain: Why are women having difficulty ascending to leadership positions, receiving awards, remaining in the profession, and competing for positions with their male counterparts for equal compensation? Additionally, have the policies and programs implemented by the WATC had an impact on the perceived status of women in the NATA? Finally, have perceptions by both genders regarding women in athletic

training changed over the last ten years; and further, did women in athletic training have more opportunities in leadership, recognition, and job titles than women in 1996?

The demographics of the NATA in 2006 were radically different from the organization's inception, as well as from the demographics of ten years ago. Women in 2006 comprised half of the total professional membership of the NATA, and student membership data revealed a trend of more females (60%) exiting athletic training undergraduate and graduate curriculum programs as certified students (Ward, 2004, 2006). Still, women in the profession of athletic training are not represented in the leadership of the organization based on membership statistics at the national, district, or state level. Women are also not receiving awards at the same rate as their male counterparts, and they are not present in every athletic training setting relative to their membership statistics. This study investigated what female certified athletic trainers perceived to be the reasons why they had not obtained equal status of their male counterparts in regard to leadership, recognition, and compensation. The study also attempted to ascertain whether women could obtain equality in leadership, recognition, advancement, and salaries when the profession is so deeply rooted in patriarchy.

Purpose of the Study

The purpose of this study was to compare perceptions of male and female athletic trainers in regard to opportunities for women in leadership, awards recognition, networking, family and job conflict, and hiring, and promotion.

A modified version of the Women in Athletic Training Survey distributed in 1996 and 1997 was distributed to the membership of the NATA. (see Appendixes A, B, and C.). The 2006 survey was modified slightly to improve data collection, analysis, and

ease of subjects' responses. A question was added to determine race of the subject, whether the subject had earned additional credentials, whether the member had left the traditional setting of athletic training, and whether the member had been mentored during his/her career. Two of the open-ended questions were changed to closed ended questions, using responses from the earlier surveys to create categories from which the subject could choose a response. The subject could also write in a response if he/she desired. The final open-ended question remained as written in the previous surveys. Finally, the order of the questions was changed to begin, rather than finish with demographic questions (see Appendix C).

The NATA selected a stratified, random sample of 1500 male and 1500 female certified athletic trainers from eligible email addresses. Subjects were directed to Survey Monkey to complete the survey, which took approximately 15 minutes. Of the 3000 potential respondents, 816 usable responses were analyzed, for a response rate of 27.2%. Reliability was analyzed using Cronbach's alpha, and face validity and content validity was affirmed by content experts. Descriptive statistics were used to analyze and apply the survey results.

The findings showed that perceptions by both female and male athletic trainers have changed significantly since the 1996 and 1997 surveys. Specifically, females and males in 2006 believed that women had more opportunities, leadership positions, and awards recognition than they did in the 1990s. The results also confirmed that females' perceptions continued to vary from those of the males, with males believing that females had more opportunities than women perceived they did. Also, though women have made significant progress in leadership positions in the field of athletic training, the

survey results revealed that women do not hold the number of leadership positions, nor do they receive awards relative to their membership numbers in the organization. In addition, results revealed that women of color perceived that they faced greater barriers than their Caucasian counterparts, both male and female. Finally, women continued to feel marginalized in their attempt to gain equality as professionals, and faced perceived difficulty in their attempt to be successful professionals while having families. As a result, many women have left the profession believing that they could not be good mothers while working as athletic trainers.

Research Questions

The following research questions will be addressed as a result of the survey responses:

1. What are the differences in the current perceptions between male and female athletic trainers regarding women in athletic training regarding the challenges faced by women athletic trainers due to their gender?
2. What changes have occurred in both female and male perceptions regarding women in the profession of athletic training in the last ten years?
3. What changes in perceptions regarding leadership opportunities were matched by similar changes in leadership positions for women in the NATA, district and state levels?
4. What changes in perceptions regarding awards recognition were supported by an increase or decrease in the number of women receiving awards from the national, district, and state organizations, and was there a discrepancy in the proportionality of women to the general membership?

5. Do women of color perceive that they faced greater barriers to success and recognition than their white female counterparts and their white male counterparts?

6. Have programs implemented by the NATA's WATC impacted changed perceptions and opportunities for women in the profession of athletic training?

Rationale

Very little research has been completed regarding the position of women in athletic training. Various studies have explored the barriers and/or accomplishments female athletic trainers have experienced, exposing the patriarchal nature of the athletic training profession (Anderson, 1991; Booth, 2000; Shingles, 2001). Anderson (1991) interviewed female athletic trainers who were in various stages of their professional careers and found that they all had experienced some type of oppression from their male colleagues or supervisors. Though this study suggested the existence of barriers that women perceived existed, it was based on historical, qualitative interviews on a select population of women and did not examine conditions for women throughout the entire profession. Anderson did, however, suggest that further research be completed in this area in order to determine if these barriers were universal for all women in athletic training (Anderson, 1991). The Women in Athletic Training Surveys of 1996 and 1997 were developed by the WATC in part because of Anderson's recommendation, and though they revealed numerous issues that were relevant for women in the profession, this data was not presented in any referenced publication.

Booth (2000) stated that the purpose of her study was to determine if gender and practice setting were related to certified athletic trainers' perceptions of gender equity, in particular the barriers that might have limited opportunities for advancement by women.

Though also investigating the presence of barriers for women in the profession, Booth chose to focus not on whether the barriers existed, but whether they differed based on the practice setting of the professional. Likewise, Shingles' (2001) study investigated the issue of marginalization of female athletic trainers, but she opted to focus on the issues of race and sexual orientation rather than solely gender (Shingles, 2001). These studies all relate to the issue of barriers for women in athletic training but investigate the issue through different emphases. Only the Women in Athletic Training Surveys in 1996 and 1997 gathered objective data relating specifically to gender only, without considering other mitigating factors.

In 1996 and 1997, when the initial Women in Athletic Training surveys were completed, 33% (189) of the women reported their title as head athletic trainer of their institution, while 59.2% (261) of the men reported a comparable position (McConeghy, 1996, 1997). Acosta and Carpenter (2006) found similar disparity, with only 27.4% of head athletic trainer positions in college and university athletic programs filled by women. In addition, even though almost all college/universities employ an athletic trainer, only one third employ a female athletic trainer. Clearly, women have not held proportionate leadership positions in athletic training and explanations for this phenomenon should be further explored. Additionally, women of color are underrepresented in the athletic arena, as athletes, coaches, athletic trainers, or administrators, a discrepancy that should also be further investigated (Abney & Richey, 1992).

Limitations of the Study

The scope of this study was limited in a number of ways. A stratified random sample was limited to 1500 male and 1500 female certified athletic trainers who were members of the NATA. Sampling only certified members eliminated any members who were associate members, which affected members in District VI (Texas and Arkansas).

The survey was disseminated via electronic email, eliminating members who did not have access to email, or whose email addresses were invalid. Assumptions were made that the certified athletic trainers who were asked to respond to the questionnaire were responding honestly to the questions.

The survey could not be limited to only those certified members who were working in a traditional athletic training setting at a college, university or high school; therefore, responses from members working in other settings, such as the military or the performing arts, or whose job descriptions might have been multi-faceted, could have potentially skewed the data received.

Definitions of Terms

The following definitions were used in this study:

Athletic training profession--an allied health care profession that incorporated the prevention, assessment, management, and rehabilitation of athletic injuries (NATA, 2003).

Certified athletic trainer—an allied health care professional who was certified by the National Athletic Trainers' Association Board of Certification and who specialized in the prevention, recognition, management, and rehabilitation of activity related injuries

(NATA, 2003). For the purpose of this study, only certified athletic trainers were sampled, 1500 female and 1500 male.

NATA—the National Athletic Trainers' Association, a not-for-profit organization whose mission included enhancing, advancing, and improving the profession of athletic training (NATA, 2003).

Title IX—Education Amendment that became law in 1972 prohibiting gender discrimination in any educational institution that received federal funding (Riley & Cantu, 1997).

Women in Athletic Training Survey—the instrument that was used in 1996 and 1997 to survey 2000 certified members of the NATA.

Perception—"to attain awareness or understanding". (*Merriam Webster Online*, 2006). In this study, perceptions regarding opportunities for women in leadership, awards, and job titles were assessed through the use of a survey administered to 1500 female and 1500 male athletic trainers.

Practice setting—referred to the classification of place of employment of an athletic trainer. Athletic training practice settings included: the secondary schools, college/university, clinical, industrial, corporate, profession, military, performance arts, and international.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to describe findings through a review of literature related to the topic of perceptions of men and women regarding women in the profession of athletic training. A review of literature revealed limited research regarding this topic, most of which addressed barriers that women have faced as they worked in the profession (Anderson, 1992; Booth, 2000; Shingles, 2001). All of these authors are athletic trainers who have endured the challenges described in their publications. This chapter is divided into three sections. The first section will discuss the theoretical construct of hegemony and patriarchy and social theories that attempt to explain this ideology. The second section will provide information on the history of women in sports, the impact of Title IX legislation, and the current status of women in the arena of sports and athletic training. The final section will address the status of athletic trainers specifically.

Theoretical Framework

Women facing barriers in the work place is not a new phenomenon. Such barriers began as women became more prevalent in the work force during the 1940s. Prior to World War II, only one in five women worked outside of the home, and it wasn't until the demand for workers and the wages paid for these jobs increased that this changed (Chepko & Couturier, 2001). As men enlisted to fight in World War II, women were asked to fill the positions formerly taken by white males. As a result of the demand, the female labor force rose dramatically, with accompanying wages rising as well (Schweitzer, 1980). Though many women entered the work force for the first time

during this period, others had already been in the work force for a period of time, but found the jobs created as a result of the war were more profitable (Chepko & Couturier, 2001). This increase in better paying jobs also benefited women of color, who typically worked in domestic jobs and could now fill positions formerly held by white women. When World War II was over, and men returned home, women were expected to “return to the kitchen” where society deemed they belonged, thus the female labor force shrank to numbers that resembled those of the pre-World War II era (Schweitzer, 1980). Women who wanted to keep their jobs found that these jobs simply were not available to them any longer, and they had to return to their pre-war positions.

By the 1950s, 34% of all women were working outside of the home, a statistic that has consistently increased over the last fifty years (*Changes in women's labor force participation in the 20th Century*, 2000). The most significant increase in women entering the work force occurred in the decade of the seventies, with an increase of 8% (Fullerton, 1999). As women continued to work outside of the home, they inevitably entered professions that were traditionally male, such as the field of athletics.

Women in sport has been discussed and debated incessantly over the last few decades. Attempting to achieve equality in sport participation has not been easy, and many women have suffered humiliation in order to participate in the sports they love (Sage, 1990). Gender testing in the 1960s, where female athletes were checked by gynecologists to prove they were women is just one example of such humiliation (Chepko & Couturier, 2001). Blocking inclusiveness for women has its foundation in the patriarchal society in which we live. According to Sage (1990) the term “hegemony” was coined by the Italian psychologist, Gramsci. This term is defined by Sage as:

“a society in which dominant groups that control the critically important economic and political institutions of a society also have principal access to the other social institutions—education and mass media, for example—as well as many cultural norms and practices. They use their power and influence to promote and shape attitudes, values, beliefs, and worldviews in ways that ultimately secure a willing consent of the mass of citizens” (Sage, 1990, p. 20).

Gramsci’s hegemonic view is one that is dynamic, in that class control is not a fixed process, but rather one that is unstable and changing (Costa & Guthrie, 1994; Hargreaves & McDonald, 2000; Markula, 2005; Salter, 1996). It is important to note that from a hegemonic perspective, subordinate groups are not forced to take on the values and beliefs of the dominate groups, but rather accept these practices as “commonsense” and part of their culture (Markula, 2005). Such a hegemonic society, where the “haves” tell the “have-nots” what to do and how to live, has been, and continues to be prevalent in our American culture and in most cultures around the world (Sage, 1990; Trujillo, 2000).

There exist many social theories that attempt to explain social behaviors in general, but also the specific relationship between sports and society. These theories tend to envelope a continuum of political and social positions and overlap in theoretical framework (Peterson, 2004). Functionalist theory and conflict theory both offer ideas regarding how social life is controlled by economic powers and maintaining the status quo (Coakley, 2006; Costa & Guthrie, 1994). Critical theory, by contrast, is based on the assumption that sports and social norms are related, but both change as power in society changes. The changes in societal entities such as government, religion,

education, and other aspects of life become the focus of study of the relationship between society and sport. Included in these changes is the continually changing definitions of masculinity and femininity, and how these definitions affect sport (Coakley, 2006).

Critical theorists ask such questions as whose voices are heard in sports media, and maintain that equality for women is unlikely due the existence of patriarchy and the ability of men to maintain their domination over women (Birrell & Richter, 1994; Costa & Guthrie, 1994; Thompson, 1994). Critical theorists tend to focus on who holds the power in our society and how can the imbalance of power be exposed and preferably changed to provide opportunity for everyone (Birrell & Richter, 1994; Coakley, 2006; Costa & Guthrie, 1994; White et al., 2001). Critical theory, while representing most types of feminist theories, also encompasses racism and classism. While hegemony often equates to patriarchy, women of color and of various social classes tend to experience hegemony differently from their white counterparts from the middle and upper class social strata (Costa & Guthrie, 1994). As a result, most feminist theories are criticized for failing to adequately represent these women of different cultures and classes (Costa & Guthrie, 1994; Peretto-Stratta, 2003).

The movement to empower women by challenging male hegemony is known as feminism (Costa & Guthrie, 1994; Sabo & Messner, 2001; White, Russo, & Travis, 2001). Feminist theory has its roots in various social theories, (functionalism and conflict theory), that have been developed to explain sociological phenomenon including the role of sport in our society as it relates to gender and power. Feminist theory is further

based on the assumption that the men in power do not seriously consider the values and opinions of women (Coakley, 2006).

There exist various types of feminist theory, including liberal, radical, postmodern, and others. These theories differ in their explanation of how the oppression occurs, and how to eliminate the oppression of women from our society (Coakley, 2006; Costa & Guthrie, 1994; Markula, 2005). Liberal feminism, for example, recognizes the discrimination and marginalization of women as the most important aspect of their cause. The liberal feminist's goal is for full equality in all areas of life, of which sport is one aspect. Sport opportunity, liberal feminists believe, should include equal participation in all aspects of sport. Women should be permitted to participate in any sport in the same way men are permitted to participate, using the same rules men use. In addition, women should be permitted to define what sport means to them, rather than having it defined by men.

Radical feminists agree with these concepts in part, but believe that liberal feminists do not go far enough in that the oppression faced by women is rooted in the patriarchal society we live in, and not just in the expression of inequality. Radical feminists go on to consider how women are excluded from many sports that emphasize physical strength, aggression and power, thus suggesting that women's bodies are naturally inferior to men's. Further, in order to maintain their domination, men trivialize or demean the accomplishments of women when they vary from the roles defined by the patriarchal ideology (Coakley, 2006; Costa & Guthrie, 1994). Bolin and Granskog (2003) assert that despite Title IX and the advancement of women in sport, "sport remains a male preserve into which women are unwelcome intruders" (p. 249). Radical

feminists suggest that the organization of sport allows men to continue a systematic power over women that legitimizes the marginalization of women. Only until the entire system is dismantled and rebuilt will women achieve the equality they seek.

Critical feminist theory is based on the assumption that women are oppressed and marginalized due to our patriarchal society (Coakley, 2006; Costa & Guthrie, 1994). Critical feminists assert that sports are “gendered;” and that society in general places greater value on attributes such as aggressiveness and competitiveness, which are typically considered masculine traits (Coakley, 2006). Wachs (2003) describes several factors that have led to women’s limited access to the sport experience due to the masculine privilege. These include the outnumbering of male opportunities over female opportunities in sport activities, and the socialization of boys into gender-appropriate sport at an early age, such as collision sports versus graceful sports for girls. Wachs (2003) also states that females are often ignored or devalued if they attempt to participate in sport with males, or are stigmatized as lesbians or aberrant. Finally, because society’s expectations for the ideal female body does not yet include an athletic body, women are discouraged from obtaining a fit body, lest they be declared unfeminine (Wachs, 2003).

Critical feminists maintain that in an effort to maintain a patriarchal ideology, men control how femininity is defined in our society and how women are represented in the media, which serves to define masculine and feminine labels of behavior both in and out of the sport arena (Coakley, 2006). Further, critical feminists assert that homophobia is a tool in our patriarchal society to further question a female’s right to participate in sport, lest she be labeled. Critical feminists also argue that changes in ideology must continue

until gender equity is achieved in sport and society, and must include studies that investigate how and why women have been excluded from sport related entities in society, and how can this be changed (Coakley, 2006; Costa & Guthrie, 1994).

Central to the critical feminists' theory is the concept of a society controlled by the males in power. Patriarchal ideology has historically been based on the tradition that men dominate women in all fronts, from political and economic decisions, to issues regarding child care and a woman's sexuality (Sage, 1990). In the United States, men have long had authority over women, and though women have attempted to assert themselves out of this domination, it has been difficult. When women were called into the workforce during World War II, their self esteem and confidence increased dramatically, which was perceived as a threat to men's masculinity (Costa & Guthrie, 1994; Sage, 1990). As a means of coping with this, men began to form recreational leagues, where they were able to reinforce their male dominance through the use of sport (Griffin, 1998b). Women were not welcome, and soon sport became the area where men could still dominate women, and prove their masculinity.

Even as women were recruited and entered the workforce, their ability to succeed was often blocked by the same patriarchal establishment that pulled them into the workforce. The term "glass ceiling" refers to the concept that women work in firms dominated by white men, but they fail to climb the corporate hierarchy (Maume, 2004). The glass ceiling succeeds in explaining the disparate treatment of women and minorities in work settings. Homosocial reproduction, a process coined by Kanter, suggests that the dominant group tends to recruit and retain employees who are socially similar to them, a process that continues to support and promote hegemony (Kanter,

1977). This concept is typical in the athletic community, where males continue to dominate leadership positions and tend to hire other males rather than women (Acosta & Carpenter, 2002). As long as “glass ceilings” and “homosocial reproduction” exist in the workplace, the potential for women to succeed remains tenuous at best (Liff & Ward, 2001; Maume, 2004; Murrell & James, 2001).

As recently as 1999, the International Olympic Committee discontinued the long standing practice of gender verification for female athletes. This practice was implemented in the 1960's to ensure that female athletes were indeed female, and included such humiliating activities as a nude examination by gynecologists (Burn et al., 2000; Genel, 2000; Griffin, 1998b; Welch & Costa, 1994). Gender verification served little purpose other than to humiliate women who have rare genetic abnormalities or secondary sexual characteristics. In fact, not one imposter has been revealed in thirty years of testing (Genel, 2000). Gender testing is one example of how women's athleticism is trivialized in that they must be humiliated in order to be athletes, and if they are good athletes, then they must be men or an anomaly (Burn et al., 2000; Chepko & Couturier, 2001; Costa & Guthrie, 1994).

Patriarchal ideology within the area of sport is derived from our society's socialization of children. Children learn very early what their gender roles should be: boys are given trucks and sports equipment to play with, while girls are given dolls and kitchen equipment (Greendorfer, 2001; Hasbrook, 1999; O'Brien et al., 2000). Boys also tend to participate in sports that involve hand-eye coordination, while girls are encouraged to participate in activities that incorporate grace and balance (Wachs, 2003). Boys learn to develop competitiveness, fair play, and aggressiveness through

the institution of sport, while girls learn to play cooperatively through games and tea parties (Landers & Fine, 1996; Wachs, 2003). Greendorfer (2001) goes on to say that the roles boys learn during their socialization experiences prepare them better for their adult business experiences of skill acquisition, negotiation, and goal achievement. Conversely, she suggests, girls do not receive these skills, and are ill prepared for such adult demands. Parents also tend to play more often with boys than with girls, and such play tends to include physical activity more often with boys (Coakley, 2006). Children also learn quickly what is expected of them in regard to activity, which typically equates to boys involved in sport having more status (Griffin, 1998b).

This concept of gendering and society's definition of masculinity and femininity is further supported by Sabo and Messner's description of experiences in football. Sabo and Messner (1994) describe entering the male dominated arena of football because they were expected as boys to be competitive and aggressive, traits that are rewarded in the sport of football. Their descriptions of this sport shed light on the pain and disability that some boys/men will go through in order to be a part of football, largely because the ability to be a good athlete determines male status among men. As part of the male rite of passage, men are expected to be tougher than women in regard to injury, and to play hurt when injuries do occur, thus enforcing the machismo mentality (Wiese-Bjornstal, 2000). Hegemonic masculinity further requires men to suppress their femininity, and emphasize their masculinity (Mason, 1992). For men, sport serves five major functions: reinforces masculinity, establishes status among men, reinforces male dominance and female subordination, provides opportunities for male bonding, and reinforces heterosexuality (Griffin, 1998b). There exists a subculture among men in

sport that emphasizes the superiority of men, while denigrating women and gay men (Theberge, 2000). In contrast to the male experience, women are often discouraged, manipulated, and humiliated in an attempt to keep them out of organized sport (Burn, Aboud, & Moyles, 2000; Griffin, 1998b).

The definition of femininity in our society is also tenuous, as critical feminist theory continues to assert that when early sport opportunities for women emerged, women were ridiculed and accused of being lesbians or aberrant for wanting to participate in athletics (Coakley, 2006; Griffin, 1998). Women often had to accept that their femininity was challenged as long as they insisted on being athletes. Homophobia has become an important weapon in challenging a women's right to be an athlete (Griffin, 1998a, 1998b, 2006a, 2006b). Questioning a female athlete's sexuality assists in reinforcing a patriarchal ideology and discourages women from participating in athletics for fear they will be labeled a lesbian (Coakley, 2006; Cohen, 2001; Costa & Guthrie, 1994; Griffin, 1998b, 2006a; Sabo & Messner, 2001). Combating such discrimination is tenuous, and often ineffective. The most powerful tool appears to be when a prominent athlete "comes out," thus aiding in eliminating the stigma of being gay, such as with Sheryl Swoopes' announcement in 2006 (Griffin, 2006a).

Fortunately, there historically were and continue to be women who persevere, but not without constant battles. Weiller and Higgs (1994), in their description of the All American Girls Baseball League's experiences, explained how the women were forced to wear short skirts as they played baseball. Because men controlled that league, however, they controlled how these women were seen by the public. Even though they were athletes, they would still be "ladies." In a patriarchal society, men control how

women should look, and continue to use their bodies as sexual objects. The AAGBL's experience with uniforms clearly indicated that when men control the situation, body image and its representation is a large consideration. Roussel and Griffet (2000) described the dilemma of female bodybuilders, who in their attempt to excel at their sport became a female anomaly with a thin physique and large muscles. These bodybuilders, though in extraordinary shape, were again labeled an anomaly to society because they did not epitomize what a woman should look like, but rather they "looked like men" (Mason, 1992).

Objectifying women's bodies has also served to preserve patriarchal ideology. Body image has been illustrated in women's compulsive desire to look perfect, potentially leading to eating disorders (McCarthy, 2001). Eating disorders in women have had strong roots to societal expectations of how women should look: thin, svelte, and with no body fat. Though there are other contributory factors to the development of eating disorders, a connection between incidence and societal expectations placed on women exists (Sanborn, Horea, Siemers, & Dieringer, 2000). Ryan's (1995) book about elite gymnasts, for example, described what she perceived as abuse that was used to "motivate" athletes, as well as many problems with training, management, and competition of this sport. Ryan also stated that these young women were celebrated as long as their bodies remained in a pre-pubescent state, because once they physically became women, their career as a gymnast was threatened (Ryan, 1995). Once again, the athlete's worth was described by her body, rather than by her athletic ability.

Amateur sport is best epitomized in competition by the Olympic Games that occur every two years, winter and summer. Women have competed in the Olympic

Games since 1900, though initially they were only permitted to compete in golf and lawn tennis, with archery added in 1904 (Costa & Guthrie, 1994; Genel, 2000; Welch & Costa, 1994). As women's athletic organizations fought to add sports to the Olympic Games, the number of women competing gradually increased, with the first woman of color permitted to compete in 1932 (Costa & Guthrie, 1994; Genel, 2000; Welch & Costa, 1994). Throughout these decades, however, women continued to be faced with attitudes and standards that were founded in a patriarchal ideology. For example, it was not until 1984 that women were permitted to compete in the marathon competition at the Olympic Games, due largely in part to the belief that women could not handle such a competition (Costa & Guthrie, 1994; Genel, 2000; Welch & Costa, 1994). Throughout this time, men continued to control sports in which women would be permitted to compete, as well as how they were represented in the media.

In the media, women have been and continue to be “looked at” by men, passively and typically sexually, or ignored. *Sports Illustrated* has bragged that their best selling issue is the famous Swim Suit Edition, (Sabo & Messner, 2001). The media has had an extraordinary amount of control on how women have been portrayed, and the media's depiction of women reinforces the patriarchal sports ideology. Numerous studies have described how the media favored men in their sports coverage from day to day broadcasts, to professional coverage, to olympic coverage (Eastman & Billings, 2000; Kane & Parks, 1992; Messner, Duncan, & Cooky, 2003; Weiller & Higgs, 1999). Weiller and Higgs (1999) described coverage of a women's professional golf tournament, and the marginalization of women in this coverage. Women were often compared to men golfers, or situations were compared to those faced by the men. Similarly, women were

typically described based on their marital status, or how many children they had, information that was seldom discussed during men's tournaments. Similarly females were often referred to as "girls" or "young ladies", while males were referred to as "men" or "young men"(Theberge & Birrell, 1994).

Eastman and Billings (2000) described the inequity of coverage by Sports Center on ESPN, noting that stories about men dominated those about women at a rate of three to one. Further research revealed that women were present on the cover of *Sports Illustrated* only 4.4% of the time between 1957 and 1989, and not surprisingly, those depictions were largely non-active poses (Salwen & Wood, 1994). Even Olympic coverage seemed to focus more on men, and when women were discussed, such coverage included the more feminine events such as gymnastics or ice skating (Higgs, Weiller, & Martin, 2003; Messner et al., 2003; Weiller, Greenleaf, & Higgs, 2004; Weiller, Higgs, & Martin, 2004). Likewise, articles about women are more likely to discuss the athlete's attractiveness rather than her athletic accomplishments, which are negatively received by the magazine's readers (Knight & Giuliano, 2001). In a series of studies by Weiller and Higgs, Higgs, Weiller, and Martin, and Weiller, Greenleaf and Higgs, media representation of female athletes during The Olympic Games television coverage was examined. The researchers found positive changes from the 1992 to the 1996 and 2000 coverage in some regards, such as a decrease in sexist comments, and an increase in coverage for women's events (Higgs et al., 2003; Weiller, Greenleaf et al., 2004; Weiller, Higgs et al., 2004). However, commentators continue to demean women in their use of gender marking, stereotyping, gender related descriptors and the use of first names versus last names (Weiller, Higgs et al., 2004).

By using such verbiage in such a widely watched competition, commentators continue to emphasize the superiority of male athletes over females, thus perpetrating the continuation of a patriarchal ideology. This persistent lack of proper representation of female athletes in the media suggests that “their accomplishments do not deserve our attention”, further trivializing women as athletes, which in turn extends to trivializing women as members of society (Costa & Guthrie, 1994; Theberge, 1994).

Title IX

Though there remain problems with the advancement of women in the sports world, there have also been major strides. Prior to 1972, female athletes comprised only 15.6% of the college athletic population (Acosta & Carpenter, 2002; Carpenter & Acosta, 2006; “Women Still on the Sidelines,” 1996). Facility resources, budgets, and scholarships were far from equitable when compared to male athletes. On the high school level, statistics were not much better, as girls comprised only 7% of interscholastic athletic teams (“Women Still on the Sidelines,” 1996). Title IX, also known as the Education Amendments of 1972 states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” (Title IX, Education Acts of 1972, 1972). With the passing of Title IX in 1972, women were offered opportunities that they had never experienced, and those opportunities led to increased participation for women at all levels of sport (Lopiano, 2002b; Salter, 1996; Theberge & Birrell, 1994). Title IX has been hailed as the “single most significant piece of legislation to affect the direction and philosophical tenets of women in sport.” (Costa & Guthrie, 1994, p. 95). As a result of Title IX, females

comprised almost 35% of college athletic programs in 1992, and girls represented 37% of athletes at the high school level (“Women Still on the Sidelines,” 1996).

Though Title IX improved such opportunities for female athletes, it also created controversy and eliminated opportunities for female coaches and administrators.

Though Title IX did not require the merging of programs, many institutions chose to do this as a cost cutting strategy. The result was the demotion of women from athletic director positions of women’s programs to assistant athletic director positions that reported to men. In addition, coaching positions changed from primarily women coaching the women’s sports in 1972, to men increasingly coaching women’s sports. In contrast, women have not experienced increases in opportunities to coach men’s sports (Acosta & Carpenter, 2002; Carpenter & Acosta, 2006; Costa & Guthrie, 1994).

The most vocal opponents of Title IX used various strategies in attempts to prevent its enforcement or lessen its impact. Some of the arguments vocalized continued to utilize patriarchal tenets, such as suggesting that women were inferior to men in the sports arena, and should therefore not receive equality, or that women are not as interested in athletics as men were (“Exploding the Myths,” 1996; Lopiano, 2001, 2002a, 2002b). These opponents further argued that because football and men’s basketball tended to be extremely profitable and supported athletic programs, they should be exempt from the calculations that were created for compliance. In reality, the vast majority of athletic programs have run at a deficit for years regardless of the success of its football or basketball programs (“Exploding the Myths,” 1996; Lopiano, 2002b). In spite of their efforts, Title IX has remained in effect, and its impact has continued to improve the status of women in sports.

Many opponents of Title IX also stated that it forced schools to drop men's programs in order to be compliant. In reality, this was not necessary had leaders of the athletic departments taken better fiscal responsibility of their programs (Salter, 1996). While many Division I institutions have been cutting men's olympic sports, they continued to fund men's football and basketball at alarming rates, blaming Title IX for the loss of those smaller programs (Lopiano, 2001). Our hegemonic society is based on the power of football and its influence over our decisions about who should get what, and unfortunately women have not been the major concern (Coakley, 2006; Lopiano, 2001; Lopiano, 2002a; Sage, 1990).

In the last two years, women's participation in sports at the high school and college level climbed by over 300%. Sports have continued to be added at the college/university level to increase participation for women, and more institutions have come into line with Title IX standards (Carpenter & Acosta, 2004; Lopiano, 2002b; Miner, 1993; Riley & Cantu, 1997). Numerous studies have illustrated the explosion of opportunities for women in sport since the inception of Title IX. Acosta and Carpenter (2002, 2006) revealed that in 1978 the average school sponsored 2 teams. In 2004, that number had risen to 8.32 per school, a remarkable improvement.

It isn't all good news, however, as Acosta and Carpenter also noted that coaching and administrative positions have not improved, and in fact have worsened. In 1972, when Title IX was passed, 90% of women's programs were directed by women, whereas in 2004 only 18% of programs were led by women. Unfortunately, some programs (17.8%) did not have a female involved in their administrative structure at all, suggesting that once men saw the value in coaching and administering women's

programs, they began to take these opportunities away from the women (Acosta & Carpenter, 1992; Carpenter & Acosta, 2006; Costa & Guthrie, 1994; Lopiano, 2002b). So even though female athletes have gained opportunities to participate, they were and still are largely being controlled by male coaches and administrators, preserving a patriarchal view of society.

The statistics were not much better for female coaches, female sports information directors, or athletic trainers. Again, in 1972 when Title IX was implemented, over 90% of women's teams were coached by women. In 2004, however, only 41.1% of women's teams were coached by women, while less than 2% of men's teams were coached by women. Only 12.2% of sports information directors were women, and only 30% of full time head athletic trainers were women, the highest percentage of these found at the Division III level (Carpenter & Acosta, 2006). Until women are hired, and are persistent about working up the ranks, become involved in networking activities, and strive toward hiring qualified women, hegemonic masculinity in intercollegiate athletics will persist (Anderson, 1992; Liff & Ward, 2001; Whisenant, Pedersen, & Obenour, 2002). Women must be persistent about mentoring and networking with other women, in much the same way as men do. As a result, women who obtain leadership positions will be more inclined to consider and hire female applicants (Evans, 2000; Kanter, 1977).

As athletic programs work toward Title IX compliance, we can only wonder whether Title IX requirements will remain or if the efforts to water down this legislation will continue (Lopiano, 2002a). As recently as March, 2005, the Education Department recommended changes that appear to weaken the law. The recommendation allows a

school to survey students' interest in athletics, and if a disproportionate number are not interested or fail to return the survey, the school will not be forced to meet the proportionality standard (Manning, 2005). Obviously, Title IX proponents are angry and disappointed in the ruling, and believe it may weaken the law by providing a loophole to schools who do not wish to be Title IX compliant ("Title IX Under Attack", 2005; "Too Lax on Title IX," 2005).

Status of Women in Athletic Training

Title IX clearly had a profound impact on opportunities for women in the sports arena, but it also impacted the athletic training profession in much the same way. A profession that had been traditionally male, the first woman, Dorothy Cohen, joined the NATA in 1966 (Anderson, 1992; Booth, 2000; Ebel, 1999). The pioneering women in athletic training endured being ostracized from their male counterparts, often in closets rather than in the training rooms the men enjoyed (Booth, 2000; Shingles, 2001). These pioneering women in athletic training faced the barriers of lower pay, longer hours, limited facilities, and little assistance from their male counterparts (Anderson, 1991; Anderson, 1992; Booth, 2000; Rochman, 1998). In Anderson's study of pioneering female athletic trainers, she was told by one subject that "women were not allowed to work with male athletes" (Anderson, 1991). These women also felt that there was a lack of encouragement from the male athletic trainers to get involved with professional organizations (Anderson, 1991; Shingles, 2001). In addition, these women also faced physical barriers, as most athletic training rooms were built inside the men's locker rooms, and integration for these programs came slowly (Anderson, 1991). Needless to say, these women were not welcomed with open arms by their male colleagues.

Anderson (1991) noted that though women brought new experiences, abilities, attitudes, and behaviors into the profession of athletic training, they were perceived as challenging the male defined gender roles. These women were often labeled as unfeminine, “man like,” or lesbians (Anderson, 1991, p. 10). Women were not welcome in the profession, and certainly were not encouraged to pursue an athletic training career (Anderson, 1991; Shingles, 2001). In fact, in O’Shea’s book (1980) on the history of the National Athletic Trainers’ Association, women were only mentioned in the 1970s section in passing when discussing a survey that had been completed of undergraduate curriculum programs. “It was found that fifteen of these schools accepted women in their athletic training program. Both schools with a graduate curriculum in athletic training approved by the NATA accepted women” (O’Shea, 1980). Early attempts to develop initiatives benefiting women were met by resistance, or the formation of committees or task forces whose purpose was quickly fulfilled and the committee disbanded (Anderson, 1991; Shingles, 2001). For example, in January 1974, an Ad Hoc committee on women in athletic training was formed to “identify the needs of women trainers and make recommendations on how the N.A.T.A. can provide for the advancement of women in athletic training” (Wilson, 1974). The committee met and submitted a report with recommendations to the NATA Board of Directors, some of which were accepted. Having met their objectives, the ad hoc committee eventually disbanded (Shingles, 2001).

In 1994, out of concern for the disparity for women in the profession, a group of women requested that the NATA Board of Directors again create a committee for women (McMullan, 1996). The NATA supported the formation of the Women in Athletic

Training Task Force in 1995. The mission of the task force was to research and prioritize issues of concern to women, and to formulate plans to address those issues (NATA, 2002; WATC, 1996). In 1996, the task force developed and disseminated the Women in Athletic Training Survey to 1000 women, attempting to ascertain perceptions and concerns about various issues. As was recommended by some of the respondents of the initial survey, the committee decided to survey men in 1997 regarding the same issues that were addressed in the women's survey (Schlabach & Graham, 2001). As expected, the concerns expressed by the women, and subsequently by the men, were not similar (McConeghy, 1996, 1997). The task force had identified areas of concern, and presented this information to the NATA Board of Directors with recommendations on how to address these concerns (WATC, 1996).

The recommendations included:

1. Administer the same survey to 1000 randomly selected male ATC's
2. Ascertain why 14% of the women left the athletic training profession
3. Provide liaisons to other professional groups
4. Change the task force to a standing committee (WATC, 1996).

Soon thereafter, the task force was converted into a standing committee by the NATA. Since 1997, the Women in Athletic Training Committee (WATC) has worked diligently to address the concerns of all members in the profession of athletic training (WATC, 1996).

Women have been graduating with college degrees across this country in record numbers, and are predicted to earn 55% of all bachelor's degrees by 2006 (Riley & Cantu, 1997). Similarly, the NATA reported that more than half (59%) of the certified

students in 2004 were female, while 65% of the undergraduate students were female (Ward, 2004, 2006). However, though statistics from the United States Department of Labor reflected a gradually improving earnings trend, women continued to earn a mere 76% of men's earnings in comparable professions, with African American women and Hispanic women earning 17% and 39% less respectively (Bowler, 1999). McConeghy's data (1996, 1997) supported this concept in regard to athletic trainers as well. While women reported that 12% earned salaries below \$20,000 and only 30% reported salaries above \$35,000, only 6% of men reported salaries below \$20,000 while 50% of men reported salaries above \$35,000.

In 2004 the first female ever elected as president of the NATA completed her second term. While women comprised 49% of the certified membership of the NATA at that time, women remained underrepresented in the leadership of the organization (Ward, 2004). Of the ten directors who were elected by each district of the NATA, only one was female, representing states from New England. Similarly, only 13 of the 38 committees, (34%), listed in the NATA Leadership Directory were chaired by women, including the Clinical/Industrial/Corporate Committee, the Women in Athletic Training Committee, the Council on Employment, the Convention Committee, The College/University Athletic Training Students Committee, The Continuing Education Committee, the Specialty Certification Committee, The Ethnic Diversity Advisory Committee, the Bone and Joint Decade Task Force, the Career Assistance Committee, the History & Archives Committee, and the Honors and Awards Committee, all positions that are appointed by the president and the board of directors (Becker-Doyle, 2005; NATA, 2005b).

In addition, the NATA president and board of directors appoint liaisons to various organizations in an attempt to create a collaborative and cooperative relationship with these organizations. Of the liaison positions, women were overrepresented by men at a ratio of 37 to 11 (NATA, 2005b). The disparity has been clear: whether considering elected or appointed positions, men continued to dominate in leadership positions of the NATA, regardless of the gender of the president of the organization. With the membership numbers clearly indicating that women will soon represent the majority of members of the NATA, one must ask why the leadership is not more representative of the gender make up of the organization.

McConeghy (1996, 1997) also considered whether women and men felt they had equal opportunity to be nominated and receive awards. While most women (65%) felt that they had fewer opportunities to be nominated and receive awards at the NATA level, only 19% of the men surveyed believed this was true. In fact, four fifths of the men surveyed believed they had equal or less opportunity to receive NATA awards when compared to women.

Statistically, men have clearly received more awards than women due in part to the domination of men in the profession until the 1970s. Even in the last ten years, though, 85% of athletic trainers inducted into the most prestigious of accomplishments, the NATA Hall of Fame, have been men (NATA, 2005a; Oats, 2005). Of the athletic trainers who have received the “Most Distinguished Athletic Trainer” award, created eleven years ago, only 27 of 147 recipients (18%) have been women (Oats, 2005). Because women did not enter the profession until the 1970s, it has been rationalized by some that years of service may preclude some women from receiving awards.

However, the “Athletic Trainer Service Award,” which requires only ten years of membership in the NATA, has been awarded to women only 59 times compared to 184 men who have received this award since the award's inception (Oats, 2005).

While male athletic trainers have not tended to perceive barriers in their work environments, or within the NATA, female athletic trainers clearly have (Booth, 2000). These barriers, according to Booth, tended to parallel other professions and work settings, and could be attributed to socialization rather than specific athletic training nuances. Women in many professions face obstacles in the advancement of their careers, such as the perception that they are aberrant for wanting a career instead of a family. Women also are often excluded from networks that are comprised of men, and without networking are typically not considered for promotions (Liff & Ward, 2001). Because men remain in the positions that typically hire staff, the trend of men filling these positions continues (Anderson, 1991; Maume, 2004; Murrell & James, 2001).

Very little research has been conducted specifically on women in athletic training. Anderson (1991, 1992) used a radical feminist approach in her qualitative study of 13 pioneer female athletic trainers. Anderson's purpose was three fold: (a) to record progress of women in athletic training; (b) to document, from their perspective, the early athletic training experiences of these women; and (c) to discuss the current status and future of female athletic trainers (Anderson, 1991). These interviews revealed the barriers faced by these women, and Anderson classified these barriers into ideological, structural, and individual. Ideological barriers were defined as beliefs, attitudes, and opinions typically found in stereotypes, sexism, and homophobia. Ideological barriers were represented by stories of unwelcome sexual advances by male athletic trainers,

and slide shows featuring slides of nude women during educational presentations (Anderson, 1991).

Structural barriers were defined by Anderson (1991) as concrete obstacles that were based in sex discrimination. Such structural barriers included unequal facilities, and lack of access to the athletic training room due to its location inside the men's locker room. Finally, individual barriers included thoughts that promote internalized oppression, such as low self esteem and frustration that often led to "giving up" (Anderson, 1991).

Anderson (1991) also noted the advances for women in athletic training were largely due to women like those she interviewed, who had set the foundation for the women who came later. She notes, however, that discrimination persisted, as evidenced in the continued disparity in leadership positions in the NATA. Anderson suggested that women continue to do the following: (a) challenge sexism and homophobia; (b) develop a network for female athletic trainers; (c) develop mentoring relationships; and (d) challenge sex role stereotypes (Anderson, 1991).

Clearly, Anderson demonstrated the inequity and marginalization of women in the profession of athletic training, as it was experienced by these pioneering women. The creation and dissemination of the Women in Athletic Training Surveys in 1996 and 1997 was in part due to Anderson's recommendation that the issue of barriers and inequity of women in athletic training be further investigated. Booth's (2000) study also examined barriers for women in the profession, but rather than considering the existence of barriers, Booth focused on whether barriers varied due to the athletic trainer's practice setting. Booth found that women perceive barriers in their work

environments that men do not, and that the practice setting was not a relevant issue in respect to the barriers perceived (Booth, 2000).

Shingles (2001) included the issue of race and sexual orientation in her investigation of opportunities for female athletic trainers. In her study, Shingles used a qualitative approach to identify whether women of color in athletic training experienced greater, equal, or less discrimination than white women in the profession (Shingles, 2001). Shingles found that most of her subjects agreed that race was not a factor in the quality of their educational experience, but many of her subjects faced stereotyping and racism in the training room and on the practice or competition field (Shingles, 2001). All of these researchers attempted to investigate whether women in the profession of athletic training perceived difficulty and discrimination in their jobs. None of them, however, compared those perceptions to accomplishments, such as awards won and committee chair appointments. Subjects were further faced with homophobia throughout their careers if they remained single, an example of how men discourage and demean women in a patriarchal society (Griffin, 1998, 2006a; Shingles, 2001).

When the WATC (1996) initiated the dissemination of their surveys, they were searching for information regarding issues that the committee could address to improve the status of women in the organization. Initial items of the survey pertained to demographic information that included years of certification, educational level, marital and family status, job responsibilities, place of employment, and salary range. This information is presented in Tables 1-6.

According to McConeghy (1996, 1997), the largest number of female respondents had been certified 5 years or fewer, but more male respondents had been certified greater than 10 years (see Table 1).

Table 1

Years of Certification

Years of Certification	Females	Males
Less than 5 years	44%	36.1%
6-10 years	32%	26.5%
Greater than 10 years	24%	37.5%

McConeghy's data revealed similarities between male and female respondents as to the level of education of respondents, with males earning graduate degrees more often than females (see Table 2).

Table 2

Level of Education

Degrees Obtained	Females	Males
Bachelors Degree Only	36%	32.2%
Masters Degree	60%	64.3%
Doctoral Degree	2%	3.5%

In respect to marital and family status, females were more likely to be single and have no children when compared to their male counterparts (see Table 3).

Table 3

Marital/Family Status

Marital Status	Females	Males
Single, no children	52%	23.8%
Married, no children	30%	43.7%
Children	18%	32.6%

Employment settings data revealed similarities in most settings categories, with the exception of professional sports, where less than one percent of females reported that they worked in this setting. In addition, more females reported that they were no longer working in the athletic training profession when compared to males (see Table 4).

Table 4

Employment Settings

Settings	Females	Males
College	23%	25.3%
Clinical	24%	26.9%
Secondary School	16%	18.1%
Multiple Settings	23%	19%
Professional	<1%	6.3%
No longer in athletic training profession	14%	4.5%

Individuals were also classified according to primary job responsibilities, with more males reporting their title as head athletic trainer, and more females reporting their job title as assistant athletic trainer (see Table 5). McConeghy (1996, 1997) categorized responsibilities differently for the males and females in respect to this data. Females were classified as head athletic trainer, assistant athletic trainer, clinic/hospital/industrial athletic trainer, or not in athletic training. For the males, responsibilities were classified as head athletic trainer, assistant athletic trainer, or other/not in athletic training.

Table 5

Primary Job Responsibilities

Responsibilities	Females	Males
Head Athletic Trainer	33%	59.2%
Asst. Athletic Trainer	29%	11.7%
Other/Not in Athletic Training	14%	29.1%
Clinic/hospital/industrial athletic trainer	24%	-

-information not reported

Salaries were reported in three ranges: less than \$20,000; \$20,000 to \$34,999; and \$35,000 and over. More males reported their salary range as \$35,000 and over when compared to the females, and more females reported their salary as under \$20,000 when compared to the males (see Table 6).

Table 6

Salary Ranges

Annual Salary	Females	Males
Less than \$20,000	13%	6.4%
\$20,000-\$34,999	56%	44.1%
\$35,000 and above	31%	49.5%

Participants were asked about their involvement in the NATA and state athletic training organizations, as well as whether they had volunteered to serve in these organizations. For both male and female respondents, those who participated were more likely to do so at the state level (38.8% of males and 27.9% of females). Significantly higher proportions of those who had been certified longer than 10 years had served on committees, with males' participation consistently higher than females (McConeghy 1996, 1997).

Questions regarding perceptions about participation, leadership, and awards/recognition were also included, in that participants were asked to determine whether they believed women had more opportunities, fewer opportunities or equal opportunities in these areas. In regard to opportunities to participate in committees, pursue leadership, or receive awards, women tended to believe that they had fewer or equal opportunity at the national level (see Table 7). The women were more likely to believe that they had equal opportunity at the state and district level (McConeghy, 1996).

Table 7

Perceptions Regarding Opportunities at the NATA Level

Opportunities	Females	Males
Committee Participation		
Women have more opportunity	0%	6.3%
Women have equal opportunity	50%	75.6%
Women have less opportunity	50%	18.1%
Leadership positions		
Women have more opportunity	0%	15.2%
Women have equal opportunity	50%	63.7%
Women have less opportunity	50%	21%
Awards Recognition		
Women have more opportunity	0%	19.8%
Women have equal opportunity	35%	60.7%
Women have less opportunity	65%	19.5%

The final section addressed athletic training as a profession, and included both closed and open ended questions regarding such issues as networking, mentoring, and hiring practices. This data revealed that the majority of females surveyed (83%) believed that males had greater opportunities to advance in traditional athletic training setting than females (McConeghy, 1996). McConeghy also reported that two thirds of the females surveyed believed that they were excluded from male networks, and almost half believed that leadership roles were not available to them because of their gender.

In comparison, almost half of the male respondents believed that males have greater opportunity to advance than females. Males also tended to believe (44%) that females were excluded from male networks, but an equal amount believed that men were excluded from female networks as well (McConeghy 1996, 1997). Female subjects were not asked in the 1996 survey whether males were excluded from female networks.

As part of the open ended questions, subjects were encouraged to make comments about concerns or obstacles, and recommendations to the WATC. More than half of both males and females chose to offer comments in this section. Many of the concerns expressed were not gender specific, but rather addressed general concerns of athletic trainers such as family life, credibility as a health care professional, long hours/burn out issues, and salaries. Interestingly, both males and females mentioned the “Good Old Boy Network”, citing its existence as an obstacle to females becoming involved in the profession, as well as to some of the younger males. However, some issues were gender specific: sexual harassment, homophobia, and chauvinism from the females; and affirmative action/quotas from the males. Many females suggested the need for more networking among female members, and requested that the WATC facilitate this option (McConeghy 1996, 1997).

In response to the open ended question asking about concerns or obstacles, McConeghy classified the responses into various themes. According to McConeghy, family/personal life issues included the difficulty of managing a balance between work and home life, and included comments referring to issues such as long hours, and child care issues. Lack of opportunities comments pertained to those making reference to lack of positions for women in professional sports, head positions at major universities,

and leadership positions in the NATA and district organizations. Gender related issues referred primarily to comments regarding sexism, sexual harassment, and gender stereotypes. Likewise, the “Good Old Boy Network” issue was often related to gender related issues and lack of opportunity issues as a reason for women’s lack of advancement. Similarly, the lack of female role models was included in this category.

Credibility issues comments focused on women who stated they were constantly required to “prove themselves” due to their gender, or had difficulty gaining respect. Likewise, salary issues also reflected a lack of respect by their employers, or not receiving equal pay for equal work. Finally, facility issues included comments regarding lack of access to facilities due to their location inside the men’s locker room or other areas not accessible to women (McConeghy, 1996).

The results of the surveys completed in 1996 and 1997 served to foster programs and policies that would improve the conditions for women and men in the profession of athletic training. The WATC developed a Sexual Harassment Policy that was embraced by the NATA (NATA, 1999). In addition, many educational programs were developed that addressed such topics as leadership development, mentoring, life balancing skills, and interpersonal communication. An e-mentoring program was established and is currently maintained by the WATC as a tool to allow female athletic trainers to find mentors in the profession. The WATC has continued to work toward establishing such initiatives, as these surveys revealed that though some issues are unique to women, many of these issues are universal to their male counterparts (McConeghy, 1997).

As the profession of athletic training has grown in the last ten years, the membership has also changed. In 2005, for the first time in its history, the NATA was comprised of more women than men. At the same time though, there was not a visible insurgence of females in position of leadership or recognition, causing many women to be concerned that patriarchy continued to dominate the profession. In an attempt to determine whether women continued to feel marginalized by what was once a male dominated organization, the survey disseminated in 1996/1997 will be disseminated to the women and men who were practicing athletic training in 2006.

CHAPTER III

PROCEDURES AND METHODOLOGY

The purpose of the Women in Athletic Training Survey was multi-faceted, and attempted to answer the following research questions:

1. What are the differences in the current perceptions between male and female athletic trainers regarding women in athletic training regarding the challenges faced by women athletic trainers due to their gender?
2. What changes have occurred in both female and male perceptions regarding women in the profession of athletic training in the last ten years?
3. What changes in perceptions regarding leadership opportunities were matched by similar changes in leadership positions for women in the NATA, district and state levels?
4. What changes in perceptions regarding awards recognition were supported by an increase or decrease in the number of women receiving awards from the national, district, and state organizations, and was there a discrepancy in the proportionality of women to the general membership?
5. Do women of color perceive that they faced greater barriers to success and recognition than their white female counterparts and their white male counterparts?
6. Have programs implemented by the NATA's WATC impacted changed perceptions and opportunities for women in the profession of athletic training?

Since the completion of the 1996 and 1997 surveys, the profession of athletic training has changed dramatically. In 2006, women comprised half of the total certified membership of the NATA, and their presence in positions of leadership has improved,

including the election of the first female president in 2001 (Ward, 2006). However, there remained a discrepancy between membership statistics and the representation of women in the leadership nationally. Further, there remained a perception by some women in the NATA that the “good ole boys” network persisted, particularly when considering positions of leadership and the awards received.

Methodology

This chapter describes the methodology and procedures used to complete the research study. The chapter will be divided into five sections: 1996/1997 instrument, 2006 instrument, description of the sample, data collection, and analysis of results.

The Women in Athletic Training Survey of 1996/1997

Survey research is a quantitative method whose purpose is to describe characteristics of a larger population from a smaller size sample (Jaeger, 1997; McMillan & Schumacher, 1997; Scheren, 2006). The use of a self administered questionnaire in survey research allows the researcher to gather specific data from a specific population at a precise point in time, with the intent of generalizing the results to a larger population (Sammamone Turochy, 2002). Surveys are often successfully used to ascertain attitudes, opinions, values, perceptions, and behaviors, and typically have less bias than interviews, as the interviewer’s bias has been removed. The disadvantage of survey research is the potential for misunderstanding or misinterpretation of the question by the subject, since the subject does not have the ability to ask for clarification. Through the use of a survey, a smaller sample of the population can be studied that is randomly chosen, and the results of the survey can be confidently

generalized as representing the entire population's characteristics, experiences, or opinions (Gall, Borg, & Gall, 1996; Scheren, 2006). Through the use of a survey, the researcher will also be able to explore and explain relationships between the subjects' responses (McMillan & Schumacher, 1997).

The Women in Athletic Training Survey used in 1996 and 1997 was created for the following purpose:

“The purposes of the survey were to describe the demographics of the female members of the NATA, to gather information on their participation in NATA and state associations, to ask their opinions on issues in athletic training as they pertained to women in comparison to men, to ask about their concerns and obstacles faced by women in the field of athletic training, to find out their perceptions of how individuals are encouraged to become involved in professional organizations, and to solicit suggestions for the Women in Athletic Training Task Force” (McConeghy, 1996, p. 1).

The survey consisted of thirty six (36) questions, ranging from gathering demographic/professional setting information to assessing perceptions through the use of Likert scale questions (see Appendix A). The survey also included three open ended questions that appeared at the end of the survey. These open ended questions resulted in over one thousand (1000) different responses from the subjects. The first open ended question asked what concerns or obstacles confront you as a woman in the profession of athletic training? Seventy eight per cent (78%) of the women surveyed wrote in comments, which were subsequently classified into seven broad categories to ease in the analysis of the responses. These included family/personal life; lack of opportunities;

“gender related”; the “good old boy network”; credibility; salary; and facilities (McConeghy, 1996).

The second open ended question asked the subject to describe how they perceived individuals could become involved in their professional organization. The researcher chose not to categorize the comments given by 64% of the subjects due to the wide range of categories represented. The final open ended question was similar in this respect, asking for suggestions or recommendations for the WATC. Again, the comments represented a wide range of responses and were not categorized.

Items of the 1996/1997 surveys pertained to demographic information that included years of certification, educational level, marital and family status, job responsibilities, place of employment, and salary range. Participants were asked about their involvement in the NATA and state athletic training organizations, as well as whether they had volunteered to serve in these organizations. Questions regarding perceptions about participation, leadership, and awards/recognition were also included, in that participants were asked to determine whether they believed women had more opportunities, fewer opportunities or equal opportunities in these areas. The final section addressed athletic training as a profession, and included both closed and open ended questions regarding such issues as networking, mentoring, and hiring practices.

Women in Athletic Training Survey of 2006

The survey that was disseminated in 1996 and 1997 was altered slightly for the 2006 study in order to improve data collection, analysis, and ease of subjects' responses. These changes included adding questions to gather more demographic information such as race and ethnicity, determine whether members had obtained other credentials in addition to the athletic training credential, whether the member had left the traditional setting of athletic training or the profession all together, and whether the member had been mentored during his/her career.

Based on a study completed in 2001, many members of the NATA believed they were marginalized based on their race (Shingles, 2001). Though subjects in the 1996/1997 surveys were identified based on their gender, the researcher did not ask racial status, which could have influenced perceptions of marginalization. Because of stressors faced by many athletic trainers in terms of hours worked and other conditions, many members had chosen to earn other related allied health care credentials, which may or may not result in the member leaving the profession of athletic training. These credentials represented such professions as physical therapy, physician's assistants, and occupational therapy. With these new credentials, many athletic trainers have chosen to leave the profession completely, which altered the responses received from the subjects.

With the increase of salaries in the general population, but also for athletic trainers, salary ranges used in the previous study limited representation of those athletic trainers earning higher salaries. Therefore, these ranges were altered to better

represent these changes. Job settings have also changed in the profession of athletic training, which the addition of such settings as the performing arts, the military, industrial, and others. These settings were not represented in the 1996/1997 study.

In order to ease survey completion and data analysis, two of the three open ended questions were changed to closed questions, with options given to the subject that were based on the categories created as a result of the initial survey. The question regarding obstacles faced included the responses of: family/personal life issues, lack of opportunity, gender related, “good ole Boy Network”, credibility/respect factors, salary issues, and facility issues. The subject also was given the ability to add another answer if his/her response was not reflected in the categories. The intent of this was to eliminate the vast range of responses, while still allowing the subject to categorize his/her response as was needed.

The second open ended question regarding getting involved in the profession included the possible responses of contacting leadership, developing networking opportunities, mentoring, LISTSERV for women, and student involvement. These responses were again based on themes developed as a result of the initial survey, and should have encompassed most responses. Again, subjects were permitted to write in responses that were not categorized for them. Because many subjects perceived that all of these responses were important, they were asked to rank their answers with this question in order to obtain a better view of what they deemed was the most important factor in getting involved in their professional organizations. The final open ended question asked for suggestions/recommendations for the WATC remained as written.

The WATC was interested in obtaining new ideas and suggestions to assist in fulfilling their mission to the NATA and its members.

Finally, the order of the questions was also changed, with the 2006 survey beginning, rather than finishing, with demographic questions. This should have assisted the subject in becoming accustomed to completing the questionnaire, which should have eased in its completion. Based on these changes, the 2006 version of the survey included forty one questions, compared to the thirty six of the 1996 and 1997 versions.

Sample

The sample used for this study included both male and female athletic trainers who are members of the National Athletic Trainers' Association (NATA) in 2006. Athletic trainers had to be classified as "certified" by the NATA when the study was conducted. Certified members were then further classified based on their gender for the purpose of the study. In 1996 and 1997, the researcher surveyed 1000 men and 1000 women, which represented 15% of the total membership of the NATA. A stratified, random sample was selected to represent fifteen percent of the total membership of the NATA, while ensuring that categories of the membership based on gender are maintained (McMillan & Schumacher, 1997). Sample selection for the purpose of the 2006 study was based first on the membership status of the subject (certified), and then on gender. By using stratified sampling, it was ensured that subjects were representative of the membership of the NATA based on age, job setting, race, and years of certification. In this way, the results of the survey were more generalizable to the total NATA membership (Jaeger, 1997).

Data Collection

Prior to the distribution to the survey to the target sample, a pilot test was distributed to 16 certified athletic trainers, equally distributed by gender, with a personal request to complete the survey. By using a pilot study, the length of time needed by most subjects to complete the survey was determined. In addition, items that were potentially problematic were identified and corrected, Questionnaires were then distributed to a stratified, random sample selected by the NATA from the certified membership database.

In order to remain consistent with the percentage of members surveyed in 1996 and 1997, fifteen percent of the certified members were surveyed in 2006, which was equivalent to 1500 female and 1500 male members. The survey was created through the use of the web based “Survey Monkey” the link to which was included in an “e-blast” created by the NATA. The NATA’s list of members’ e-mails were used to disseminate the e-blast, and the WATC of the NATA were listed as endorsing the survey, in an attempt to encourage participation. The cover letter in the e-blast included an explanation of the purpose of the study, and specified the desired date of return, as well as the link to Survey Monkey to complete the survey. The subjects were informed that their participation was voluntary, their identity was protected, and informed consent information was provided (Appendix D). Care was taken to avoid the use of coercive language in the cover letter, and the subject was encouraged to ask any pertinent questions before completing the survey. Subjects were informed that the research would be used to fulfill the completion of doctoral requirements, but was also shared anonymously with the WATC to assist in the mission of the committee. Human subjects

approval was granted by the University of North Texas' Institutional Review Board on March 31, 2006 (see Appendix E).

Subjects were directed to the Survey Monkey link and asked to complete the survey on line. Subjects whose emails were returned due to an out of date email address were replaced after a subsequent random selection was completed based on the member's gender and certification status. A reminder email was sent to subjects who did not respond after three weeks, and a second reminder was sent after two additional weeks.

Analysis of Results

Data was compiled and analyzed using the SPSS program and the results expressed through the use of descriptive statistics, as used in the initial survey reports. Subjects' responses were compared using frequency distributions, percentages, and graphic representation of responses (Huck, 2000). Frequency distributions facilitated the understanding of specific characteristics of a group and how it related to a category being studied, while percentages allowed the same data to be presented in a different format that was easier to understand (Huck, 2000). Nominal data of demographic characteristics were presented based on the responses of the female subjects, responses of the male subjects, and then a comparison of male and female responses. For applicable survey items, results of the 2006 survey were then compared to the results of the 1996 and 1997 survey results using comparative statistics such as percentages, frequencies, and proportions (Huck, 2000).

Reliability is defined as the consistency of measurement in regard to the instrument by determining whether the results would be similar if the survey were

repeated (Huck, 2000; McMillan & Schumacher, 1997). Internal consistency, reliability, refers to the survey's ability to measure the same concept. Reliability of this survey was assessed through the use of Cronbach's alpha, a coefficient of reliability that assesses the survey's ability to measure the same underlying construct.

Reliability of the data was assessed using Cronbach's alpha, the statistical technique that is most appropriate for survey research using multiple items with multiple answers (McMillan & Schumacher, 1997). The overall response rate of the survey was 816 of 3000 surveys (27.3%), which could be considered low. The response rate for females was 32.9% and for males was 21.5%. The disproportionate rate of response suggested that females found the issues in the survey more pertinent to them, while males may not have. The survey was also disseminated in October, which could have prevented some athletic trainers from completing the survey due to the high volume of job responsibilities created by football. Statistical analysis of the perceptions questions (questions 17 through 36) revealed two data sets with outliers exhibiting standard deviations of -4 or greater. These responses were eliminated as outliers before reliability was calculated by SPSS (Statistical Package for the Social Sciences), resulting in a Cronbach's alpha of .768, which was acceptable (see Table 8).

Table 8

Reliability Statistics

	<i>N</i>	%
Cases Valid	810	99.3
Excluded ^a	6	0.7
Total	816	100.0

Cronbach's Alpha	<i>N</i> of items
0.768	28

In addition, Cronbach's Alpha was also used to determine reliability specifically on item 17, which addressed perceptions regarding 9 separate opportunities for female athletic trainers. Item 17 alone produced an alpha of 0.882, further affirming reliability (see Table 9).

Table 9

Output for Perceptions of Item 17

	<i>N</i>	%
Cases Valid	813	99.6
Excluded ^a	36	0.4
Total	816	100.0

Reliability Statistics	
Cronbach's Alpha	<i>N</i> of items
0.882	9

Validity is defined as the extent to which an instrument measures what it is intended to measure, also expressed as the accuracy of the survey (Huck, 2000; McMillan & Schumacher, 1997, Sammarone-Turochy, 2002). There exist many different

types of validity that can be used including face validity, content validity, construct validity, and criterion-related validity. Validity of the 2006 survey was determined using two of these methods: face validity and content validity. Content experts rated and affirmed the survey's face validity by examining and rating the survey's relevance, clarity, and bias. Content validity was also assessed through the development of a Table of Specifications for the items in the survey and constructs that delineated the research questions (Sammamone-Turochy, 2002). These constructs were created based on feedback given by the content experts to adequately reflect the research questions and included:

Main construct: The perceptions of men and women working in athletic training have changed during the last 10 years; however, the recognition of women in the field of athletic training and the ascension of women into leadership positions in the field of athletic training has not changed.

Construct 1: Men and women hold different perceptions of work expectations of women in athletic training.

Construct 2: Perceptions of work expectations of women in athletic training has changed over the last 10 years.

Construct 3: Perceptions of women in leadership roles in athletic training have changed.

Construct 4: Changes in perception of women in leadership roles in athletic training have impacted actual participation in leadership roles.

Construct 5: Perception of women in leadership roles in athletic training have not been supported by the NATA membership through the awarding of national awards.

Construct 6: Women of color have more limitations than do Caucasian women in athletic training.

Construct 7: The WATC's work has impacted the perceptions and opportunities for women in the profession of athletic training.

Once developed, the items of the survey were assigned to the developed constructs as shown in the Table of Specifications, which assisted in relating all items of the survey to the constructs developed, ensuring content validity (see Appendix G). This was further affirmed by the content experts.

Conclusions were focused on the perceptions of the women compared to the men regarding their status in the profession of athletic training, but equally addressed whether this perception had changed since the 1996 and 1997 surveys. Expectations of findings included that women still perceived they had fewer opportunities than men, while men perceived that opportunities were equal, and that both genders perceived opportunities were improved from 1996 and 1997.

The information obtained from this survey and the comparison to the 1996 and 1997 surveys was shared with the WATC and the NATA. As a former member of the WATC, I heard and discussed various issues facing the members of the NATA, but women in particular. The chair of the WATC has consistently maintained an interest in determining whether the committee was meeting their mission (Dieringer, 2005). This study, therefore, served to identify issues that still needed to be addressed by the NATA, and assisted the WATC in developing programs to serve that purpose. The WATC has a keen interest in this data as it related to projects that already have been undertaken, and whether these projects improved conditions for women since the

1990s, which was their initial intention. These entities had also indicated the intention to use this information as a tool in developing strategies, programming, and projects to address any problems that was revealed in the data collected.

The following chapter includes a summary of the data that was compiled from the survey responses, and will be applied to the research questions identified in the previous chapters.

CHAPTER IV

RESULTS AND DISCUSSION OF FINDINGS

The purpose of this study was to compare perceptions of male and female athletic trainers in regard to opportunities for women in leadership, awards recognition, networking, family and job conflict, and hiring, and promotion. This study examined perceptions of male and female athletic trainers in regard to the following research questions:

1. What, if any, are the differences in the current perceptions between male and female athletic trainers regarding women in athletic training with regard to challenges faced by women due to their gender?
2. What, if any, changes have occurred in both female and male perceptions regarding women in the profession of athletic training over the last ten years?
3. What changes in perceptions regarding leadership opportunities are supported by similar changes in leadership positions for women in the NATA, district and state levels?
4. Have changes in perceptions of women and men regarding awards recognition changed since 1996 and 1997, and, if so, are these changes supported by an increase or decrease in the number of women receiving awards from the national, district, and state organizations, and is there a discrepancy in the proportionality of women to the general membership?
5. Do women of color perceive that they face greater barriers to success and recognition than their white female counterparts and their white male counterparts?

6. What, if any, impact has the WATC had on perceptions and opportunities for women in the profession of athletic training?

Data were collected by means of an electronic survey linked to Survey Monkey. The first section of this chapter will profile the respondents, followed by a summary of the data collected.

Profile of Respondents

The survey was distributed to 1500 male and 1500 female certified athletic trainers via email. The selection of the members was stratified based on district representation, race, and job setting (see Appendix F.) The initial request was emailed to the subjects, with two additional reminders sent at three week and two week intervals, respectively. The initial request resulted in 465 responses, the second request resulted in 213 additional responses, and the final request resulted in 229 additional responses. Of these 907 responses, 88 were eliminated because the respondents completed only the demographic portion of the survey and did not complete the perceptions sections. An additional 3 surveys were eliminated because the respondents did not indicate their gender, resulting in 816 (27.3%) responses considered for this study.

A profile of the female respondents revealed that they tended to be Caucasian (92.3%), with 1-5 years of experience (28.8%), earned between \$30,000 and \$34,999 annually (18.4%), had earned a masters degree (62.7%), was married/significant other (52.1%), had no children (68.8%), and worked in the college/university setting (66%). Male respondents tended to also be Caucasian (91.6%), with more than 20 years of experience (26.6%), earned \$65,000 or more (18%), had also earned a masters degree

(61.6%), were married/significant other (79.3%), had 1-3 children (61.6%), and also tended to work at the college/university setting (68%) (see Appendix H).

Survey Results

Survey results were compiled via Survey Monkey, and are displayed in Appendix H. As noted in Table 10, 493 (60.4%) of the respondents were female and 323 (39.6%) were male. In September 2006, membership statistics of the NATA indicated that there were 20,213 certified members of the NATA, 10,308 (51%) of whom were female and 9905 (49%) male (Ward, 2006). Also noted in Table 10, a higher percentage of females responded to the survey than males, which suggested that women may have been more interested in the survey or that males believed a bias existed in the survey.

Table 10

Respondents by Gender

Gender	Number	%	% responses of distributed
Females	493	60.4%	32.9%
Males	323	39.6%	21.5%
Total	816	100%	27.2%

Years of certification, as depicted in Table 11, revealed that male respondents tended to have more years of experience than female respondents. The largest number of male respondents reported over twenty years experience, 42 (26.6%), while the largest number of female respondents reported 1-5 years of experience, 142 (28.8%).

Overall, the largest number of respondents, 207 or 25.4%, reported 1-5 years of experience.

Table 11

Years of Certification

Gender	0-11 mo	1-5 yrs	6-10 yrs	11-15 yrs	16-20 yrs	> 20 yrs
Females						
<i>N</i>	17	142	138	90	46	60
%	3.4%	28.8%	28%	18.3%	9.3%	12.2%
Males						
<i>N</i>	2	65	66	62	42	86
%	.6%	20.1%	20.4%	19.2%	13%	26.6%
Total						
<i>N</i>	19	207	204	152	88	146
%	2.3%	25.4%	25%	18.6%	10.8%	17.9%

Table 12 depicts the self reported race of the respondents, which was primarily Caucasian in both male (91.6%) and female (92.3%) respondents. This percentage was slightly higher than the overall NATA Caucasian membership of 10,626 (88%). The number of non-Caucasian members has been consistently low since the establishment of the NATA, an issue that was explored by Shingles (2001), but continued to be a concern in this survey.

Table 12

Race

Gender	Caucasian (N) (%)	African Amer. (N) (%)	Hispanic (N) (%)	Amer. Indian (N) (%)	Asian (N) (%)	Other*
Female	493 92.3	8 1.6	12 2.4	3 0.6	10 2.0	5 1
Male	296 91.6	5 1.5	8 2.5	1 0.3	10 3.1	3 0.9
Total	816 92.3	13 1.6	20 2.5	4 0.5	20 2.5	8 1

*Responses included Pacific Islander (1), European American (2), Hispanic/Caucasian (2), Multi-cultural (1), and “ethnic background not important” (1)

Route to certification for athletic trainers is currently only through an approved accredited athletic training curriculum program. However, prior to 2003 athletic trainers could obtain certification through an internship program as well. Survey results indicated that 429 (52.8%) respondents obtained certification through a curriculum program, while 384 (47.2%) earned their credential through an internship program.

Only 213 (26.1%) respondents indicated that their highest level of education was a bachelors degree, while 508 (62.3%) indicated they had earned a Master of Arts or Master of Science degree. An additional 35 respondents indicated they had earned other types of masters degrees, such as an MBA, MPH or MPA, increasing the percentage of athletic trainers earning some type of masters degree to 543 (66.5%). Athletic trainers earning doctoral degrees (PhD or EdD) included 39 (4.8%) respondents, while an additional 12 (1.4%) respondents reported earning a DPT, DC, MD or “DrPH”, increasing the percentage to 6.2%. Overall, 603 (73.9%) respondents

indicated that they had earned a post-bachelors degree. Responses did not vary substantially when comparing male respondents to female respondents, with variances of only 1-2% occurring on all options.

Marital and family status varied between male and female respondents, with 256 (79.3%) males reporting they were married/significant other but only 257 (52.1%) females reported the same marital status. In addition, 57 males (17.6%) reported they were single, while 219 females (44.4%) reported being single. Similarly, 339 (68.8%) of the female respondents reported no children, while only 105 (32.5%) of the male respondents reported no children. Females with children constituted 151 (30.6%) respondents, while 217 (67.2%) males reported having children. One male (0.3%) and 3 females (0.6%) reported having other dependents, such as parents or siblings (see Table 13).

Table 13

Marital and Family Status

Gender	Married	Single	Divorced	No children	Children	Other Depen.
Male						
N	256	57	10	105	217	1
%	79.3%	17.6%	3.1%	32.5%	67.2%	0.3%
Female						
N	257	219	17	339	151	3
%	52.1%	44.4%	3.4%	68.8%	30.6%	0.6%
Total						
N	513	276	27	444	368	4
%	62.9%	33.8%	3.3%	54.4%	45.1%	0.5%

Respondents were asked to indicate any credentials they had obtained in addition to athletic training. Twenty four male respondents (16.4%) and 34 (17.6%)

female respondents reported that they were also licensed physical therapists, while 5 male respondents and 4 female respondents reported earning a physical therapy assistant credential (3.4% and 2.1% respectively). Five respondents (0.6%) reported earning a credential such as a physician's assistant (2 males and 3 females), while 2 males (0.2%) earned a medical degree and 1 female (0.1%) earned a chiropractic degree.

Respondents were asked to indicate their primary job responsibility. The title of head athletic trainer of both men's and women's programs was chosen by 302 respondents (37.1%). Of the female respondents, 162 (33%) reported their position as head athletic trainer, compared to 140 (43.5%) of the male respondents. Conversely, 90 (18.3%) of females reported their position as assistant athletic trainer, compared to 38 (11.8%) of male respondents. Professional educator was reported by 74 respondents (9.1%), 25 of whom were males (34%), and 49 females (66%). Similarly, 20 respondents (2.5%) reported their primary responsibility as administrators, 15 of whom were males (75%) and 5 females (25%). Twenty one respondents (2.6%) reported they were no longer in the profession of athletic training, 5 males (23.8%) and 16 females (76%). Finally, two hundred respondents (24.5%) wrote in job responsibilities including clinic outreach (38; 19%), physical therapist (25; 12.5%), physician extender (13; 6.5%), part-time athletic trainer (14; 7%), unemployed/stay at home mom (11; 5%), and various others.

When asked to describe specific job responsibilities, more respondents indicated medical records as a primary responsibility, which was consistent in both male (72.9%) and female (66.8%) respondents. This was followed by inventory maintenance,

supervision of students, and budget management and physical exams. Subjects were also asked to indicate their job setting in conjunction with their primary job responsibility. The largest number of respondents (41%) indicated that they worked in a college/university/community college/junior college setting (191 females and 140 males), 201 (67%) of whom were employed as full time athletic trainers. The secondary school setting had the second highest number of respondents, 125 (54%) indicating that they worked as full time athletic trainers. The clinic setting was represented by 111 (13.6%) respondents, the hospital setting had 59 (7.2%) respondents, and the industrial setting was chosen by 12 (1.5%) respondents. The professional setting was represented by 29 (3.5%) respondents, 15 (1.8%) of whom were male and 14 (1.7%) female. Forty three respondents (5.3%) indicated that they were working outside of the profession of athletic training.

Respondents were asked to indicate how many male and female athletic trainers were employed at their respective job settings. Results indicated that males and females were equally represented, with 2.27 males and 2.21 females overall. Respondents also reported that they treated an average of 107 males and 93.5 females overall in their respective facility. Respondents were also asked to indicate their salary ranges by selecting from 13 ranges, broken down in \$5,000 increments. As shown in Table 14, more females indicated a salary range between \$30,000 and \$34,999 (18.4%), while more males indicated a salary range over \$65,000 (18%), though tendencies indicated that more males indicated higher salaries than their female counterparts.

Table 14

Salary Ranges

Salary Range	Females		Males		Total	
	(N)	(%)	(N)	(%)	(N)	(%)
Less than \$10,000	22	4.5%	7	2.2%	29	3.6%
\$10,000-\$14,999	11	2.3%	1	0.3%	12	1.5%
\$15,000-\$19,999	9	1.9%	4	1.2%	13	1.6%
\$20,000-\$24,999	11	2.3%	1	0.3%	12	1.5%
\$25,000-\$29,999	32	6.6%	7	2.2%	39	4.8%
\$30,000-\$34,999	89	18.4%	35	10.8%	124	15.3%
\$35,000-\$39,999	86	17.7%	35	10.8%	121	15.0%
\$40,000-\$44,999	72	14.8%	39	12.1%	111	13.7%
\$45,000-\$49,999	46	9.5%	35	10.8%	81	10.0%
\$50,000-\$54,999	35	7.2%	53	16.4%	88	10.9%
\$55,000-\$59,999	20	4.1%	26	8.0%	46	5.7%
\$60,000-\$64,999	13	2.7%	22	6.8%	35	4.3%
\$65,000 or more	39	8.0%	58	18.0%	97	12.0%

Demographic questions were followed by questions regarding perceptions about opportunities for women in athletic training. When asked if female athletic trainers had more, fewer, or equal opportunities to serve on committees at the various levels, respondents indicated that most felt there existed equal opportunities for females, but this varied between male respondents and female respondents (see Table 15). Female

respondents were much more likely to perceive that they had fewer opportunities to participate on committees, serve in leadership positions, or receive awards, whereas males clearly did not. This was especially true when asked about opportunities at the national level, where 19% of the females indicated they believed they had fewer opportunities to serve on committees, but only 5% of the males believed this. Similarly, 33% of the female respondents stated that there were fewer opportunities to serve in a leadership position of the NATA, and 37% felt they had fewer opportunities to received NATA awards compared to 9% and 11% of the male respondents respectively.

Table 15

Opportunities for Female Athletic Trainers

Participation With Gender	More Opportunity		Fewer Opportunities		Equal Opportunities	
	Male	Female	Male	Female	Male	Female
NATA <i>N</i> Committee %	16 5%	4 1%	15 5%	94 19%	292 90%	394 80%
District <i>N</i> Committee %	17 5%	6 1%	8 2%	60 12%	298 92%	426 87%
State <i>N</i> Committee %	12 5%	6 1%	9 3%	61 21%	302 93%	425 86%
NATA <i>N</i> Leadership %	10 3%	4 1%	29 9%	162 33%	284 88%	326 66%
District <i>N</i> Leadership %	11 3%	4 1%	16 5%	109 22%	296 92%	379 77%
State <i>N</i> Leadership %	13 4%	4 1%	13 4%	83 17%	297 92%	405 82%
NATA <i>N</i> Awards %	13 4%	3 1%	34 11%	183 37%	276 85%	306 62%
District <i>N</i> Awards %	12 4%	2 0%	25 8%	137 28%	286 89%	353 72%
State <i>N</i> Awards %	9 3%	3 1%	22 7%	120 24%	292 90%	369 75%

Respondents were asked about their perceptions regarding credentials, knowledge, and opportunities of female athletic trainers compared to their male counterparts. First, respondents were asked whether female athletic trainers had less, equal or greater education necessary to be successful in leadership positions. The majority of both female and male respondents (92.5%) felt education was equal in females and males, while 7% felt females had greater education and 0.5% felt they had less. More males (97.5%) felt education was equal, compared to 89.2% of females. Male and female respondents also responded differently when asked whether women experienced greater conflict between professional and family responsibilities. Females overwhelmingly believed that they experience greater conflict, 443 (90%), while 210 (65%) of males believed this to be true (see Figure 1).

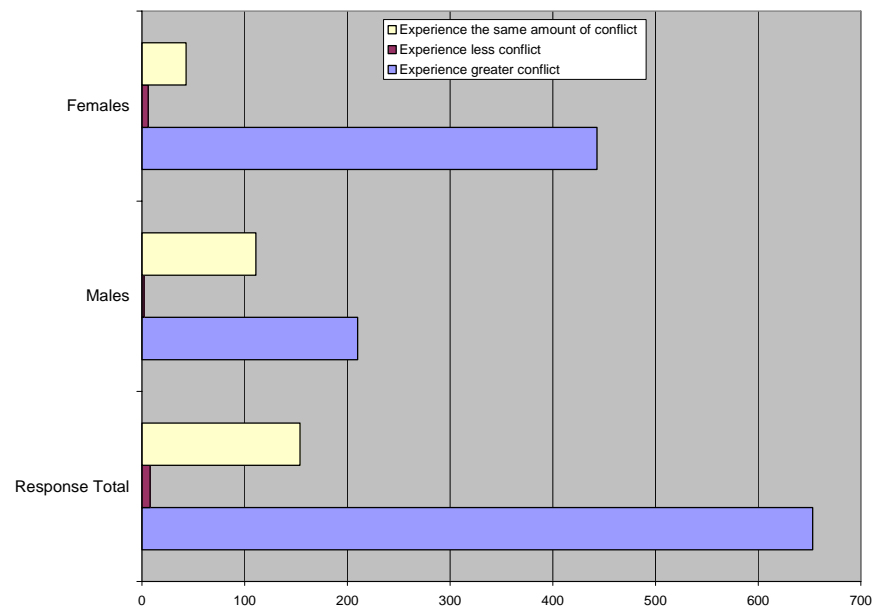


Figure 1. Conflict between family and professional responsibilities.

Respondents were also asked whether females and males experienced differences when reentering the profession after leaving for family rearing or similar obligations. More females, 392, (79.7%) felt they had greater difficulty, with only 161 (49.8%) of males believing that females have greater difficulty (see Figure 2). Results were very similar when respondents were asked whether males or females have greater difficulty balancing career and family/personal responsibilities.

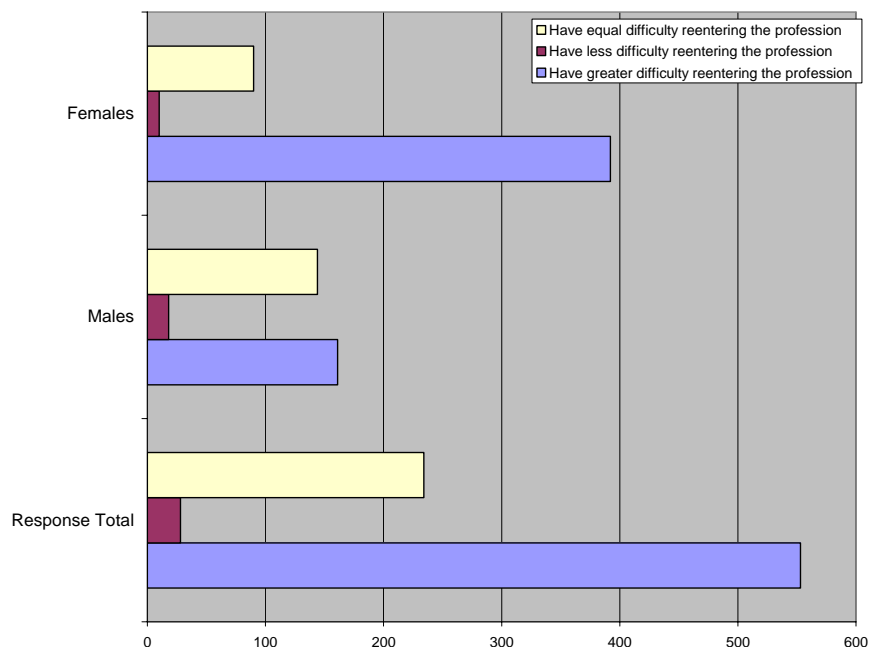


Figure 2. Difficulty reentering the profession after leaving for family.

Questions regarding knowledge and skills were then addressed, including asking whether female athletic trainers had the necessary athletic training knowledge to be successful in the profession. All 493 (100%) female respondents believed this to be true, while 321 (99.4%) of males agreed. Respondents were also asked if female athletic trainers have the requisite skills to be successful in the profession. With the

exception of one respondent, all females agreed that females have the skills necessary, while 320 (99.1%) of males believed this. Similarly, 485 (98.6%) of females believed that females have the management skills to be successful in the profession, while 310 (96%) of males believed this to be true. Interestingly, the two respondents who indicated that females lacked the knowledge and requisite skills to be successful in the profession were male, and they reported that they had been athletic trainers for over twenty years. Questions were then asked regarding role models/mentors for female athletic trainers. Over half of female respondents, 288 (58.5%), believed they had the female role models to be successful in the profession, compared to 232 (71.8%) of the male respondents.

Perceptions regarding opportunity and advancement were assessed through a series of questions specifying various settings that employ athletic trainers. In regard to the traditional setting, which refers to college or university and the secondary school setting, respondents were asked whether females have fewer, greater, or equal opportunities for professional advancement in this setting. Disparity existed between responses by males and females, with 302 females (61.4%) perceiving fewer opportunities for advancement in the traditional setting, while a similar amount of males, 203 (62.8%), believed the opportunities were equal between males and females. Interestingly, only 4 female respondents (0.8%) believed females had greater opportunities for advancement, while 34 males (10.5%) believed the same.

In the non-traditional setting, which includes hospitals, clinics, industrial locations, and corporate settings, 285 females (57.9%) perceived equal opportunities for advancement compared to 241 (74.8%) of male respondents. A smaller number of

females, 182 (37%), believed there existed fewer opportunities at this setting compared to 41 (12.7%) of males, and 25 (5.1%) of females and 40 (12.4%) of males believed females experienced greater opportunities in non-traditional settings.

Perceptions regarding compensation and benefits resulted in diverse responses, with 262 (53.3%) females believing that females earned less compensation than their male counterparts, compared to only 45 (14%) of male respondents. Most males, 273 (84.8%), believed that compensation was equal, with 228 (46.3%) of females believing the same. Only 2 (0.4%) females and 4 (1.2%) males believed that females received greater financial compensation. Males and females responded similarly in regard to receiving employment benefits, with 417 (84.8%) of females and 290 (90.1%) of males believing that benefits were equal.

In regard to hiring practices, respondents were asked whether they perceived that preference was given to male candidates for various positions in various settings. For head athletic trainer positions, 134 (41.6%) of males agreed or strongly agreed that males were given preference while 347 (70.5%) of females believed this. When asked the same question regarding assistant athletic trainer positions, 82 (16.6%) of males agreed or strongly agreed that males were given preference, compared to 10 (3.1%) of the female respondents. Far more males, 308 (62.6%) believed males were not given preference in assistant athletic trainer positions while 272 females (84.5%) believed the same. Respondents were also asked whether preference was given to males in clinical athletic trainer positions, with most males (76%) and females (56%) believing this was not true. Few males, 12 (3.7%), agreed that males were given preference, while 246

(76.4%) disagreed with this statement. Similarly, 70 (14.2%) agreed and 248 (56.5%) of the females disagreed.

In regard to the professional setting, both males and females agreed that males were given preference in hiring, though females felt stronger. “Strongly Agree” was chosen by 337 (68.6%) of females respondents, while 122 (24.8%) chose to “Agree” with this statement, for a total of 459 (93.4%) of total female respondents. While most males, 258 (80.4%), agreed with this concept, most of them chose “Agree”, 173 (53.9%), and only 85 (26.5%) chose “Strongly Agree”.

Respondents were then asked whether they believed that males were excluded from female networks and whether females were excluded from male networks. More females, 268 (54.5%), believed that they were excluded from male networks, but only 127 (25.8%) believed that males were excluded from female networks. Similarly, only 90 (28%) of males believed females were excluded from male networks but 153 (47.5%) believed that males were excluded from female networks. A leadership question followed, asking perceptions regarding the lack of female leadership in the profession. More males, 147 (45.7%), and females, 183 (37.2%), believed that women were not in leadership roles because they chose not to pursue these roles. It should be noted that seven respondents commented in the last survey question that they didn’t agree with the choices they were given on this particular item, and were forced to choose a response with which they did not necessarily agree.

Respondents were then asked whether they had been a victim of sexual harassment while working as an athletic trainer. Only 25 men (7.8%) answered yes, while 179 (36.4%) of females answered yes. When asked by whom, 11 males (36.7%)

and 96 females (53%) answered “athletes.” Male respondents’ second highest response was client/patient (7 or 23.3%), while the female respondents’ second highest response was head and/or assistant coach (74 or 40.9%).

The next items asked the respondents to indicate whether they had served on NATA, district, and/or state committees, and then asked whether they had volunteered or had been asked to serve on such committees. The majority of respondents, male and female, indicated that they had never served on any committee at any level as an athletic trainer. Of the female respondents, if they had served, this service tended to occur in the last five years, and tended to occur more at the state level rather than the national level. Males also reported higher service participation at the state level than at the district or national, and participation at the state level had increased over the last 10 years, whereas participation at the district and national level had not increased, but rather had remained the same. By contrast, service participation of females had continued to increase over the last ten years at all levels of service (see Table 16).

Table 16

Service at NATA, District and State Levels

Service		Never	Past 0-4 Yrs.	Past 5-10 Yrs.	Over 10 Yrs.
NATA	(M)	268 (83%)	29 (9%)	15 (5%)	11 (3%)
Committee	(F)	463 (94%)	19 (4%)	8 (2%)	3 (1%)
District	(M)	266 (83%)	23 (7%)	23 (7%)	15 (5%)
Committee	(F)	448 (91%)	28 (6%)	12 (2%)	6 (1%)
State	(M)	201 (62%)	73 (23%)	37 (11%)	24 (7%)
Committee	(F)	390 (79%)	66 (13%)	23 (5%)	23 (5%)
NATA	(M)	309 (96%)	3 (1%)	4 (1%)	6 (2%)
Board	(F)	487 (99%)	4 (1%)	0 (0%)	1 (0%)
District	(M)	297 (92%)	9 (3%)	9 (3%)	9 (3%)
Board	(F)	483 (98%)	9 (2%)	1 (0%)	0 (0%)
State	(M)	259 (80%)	36 (11%)	20 (6%)	11 (3%)
Board	(F)	435 (88%)	34 (7%)	14 (3%)	16 (3%)

Respondents were asked to identify concerns and/or obstacles that they believed confronted their gender in the profession of athletic training. Responses were similar in regard to some issues, but different in others. Both male and female respondents were most concerned with family/personal life issues, with burnout being the second greatest concern. Following the first two responses, females were concerned with the “Good Old Boy Network,” gender stereotypes, salary, and lack of credibility, while males were

concerned with salary issues, facility issues, lack of credibility, and “Good Old Girl Network” (see Figure 3).

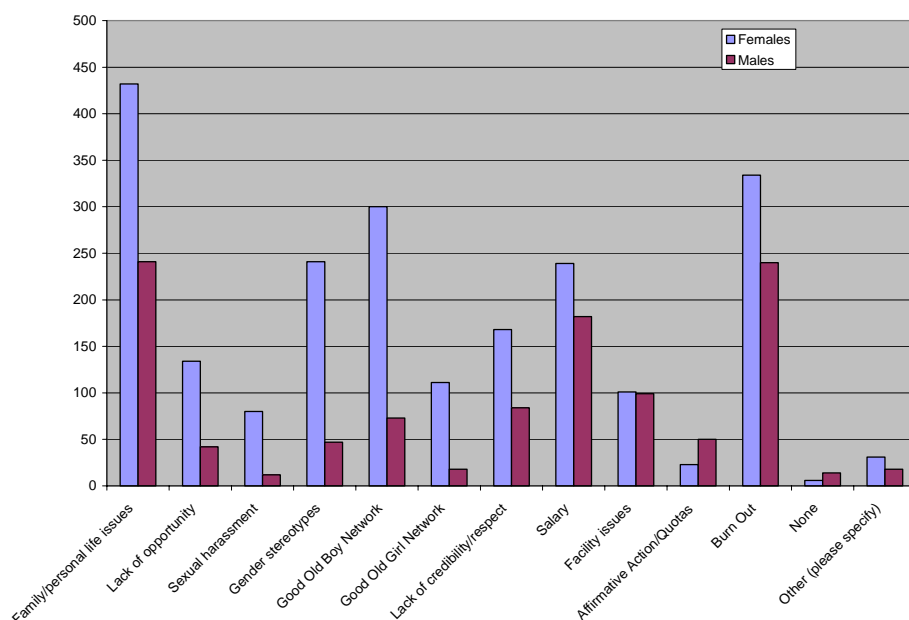


Figure 3. Concerns/obstacles facing athletic trainers.

Respondents were then asked to rank ways an individual would be encouraged to become involved in their professional organization, ranking in order of importance the following choices: volunteering, getting to know leadership, self-motivation, networking, mentoring, LISTSERV, and attending professional meetings. Both males and females ranked self-motivation as the most important, followed by volunteering, networking and attending professional meetings. In an attempt to garner feedback on the Women in Athletic Training Committee’s programs, respondents were then asked to indicate whether they had attended various programs, and if so, to rank how valuable the program(s) was (were) to them as an athletic trainer. Most respondents, both male and

female, had not attended any programs, and of those who had, they tended to either rank the program(s) as valuable or chose “no opinion” (see Table 17).

Table 17

Women in Athletic Training Committee's Programs

Program	Very Valuable	Somewhat Valuable	Not Valuable	No Opinion	Did not Partic.
1997 Leadership Program	4% (31)	2% (14)	0% (1)	3% (25)	92% (738)
1998 Mentoring Workshop	4% (31)	2% (17)	0% (3)	3% (25)	92% (734)
1999 Tennis	1% (11)	1% (10)	1% (10)	4% (30)	94% (748)
2000 Entrepreneurship	2% (14)	2% (17)	0% (3)	3% (27)	94% (748)
2001 Women's Issues	4% (34)	7% (52)	1% (5)	3% (27)	86% (690)
2002 Title IX & Affirmative Action	5% (37)	4% (33)	0% (2)	4% (29)	89% (707)
2003 Ergonomics	2% (12)	3% (24)	1% (5)	4% (29)	92% (737)
2004 Life Balancing	6% (45)	5% (43)	1% (10)	3% (22)	86% (690)
2005 Leadership	5% (39)	5% (37)	1% (7)	3% (23)	88% (704)
2006 Effective Communication	4% (34)	4% (30)	0% (2)	3% (24)	90% (719)
E-Mentoring Program	2% (12)	4% (28)	1% (9)	4% (34)	91% (726)

The final question asked respondents to offer suggestions or recommendations to the Women in Athletic Training Committee, to which 174 comments were made. These comments were delineated into five common themes. In the order of the most often stated theme to the least stated, the comments included: 1) address the concerns

of the members regarding family conflict in a profession that is so demanding of the professional's time; 2) increase information dissemination regarding programs of the WATC to the membership; 3) continue the current efforts by the WATC and NATA to address concerns of women in the profession; 4) stop addressing gender issues in the NATA because they are now a non-issue; and 5) continue the mentoring program and increase awareness of this program to the members (see Figure 4). The five themes listed above represented more than two thirds of all of the comments submitted, and in some respects obviously contradicted each other. They also represented the diversity of opinions of the membership of the organization (see Appendix I).

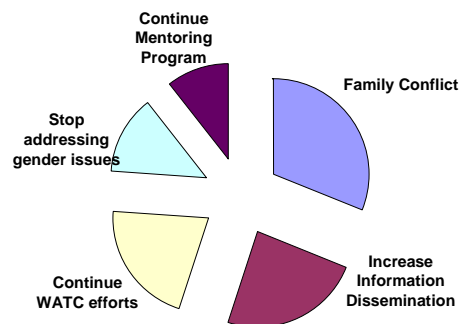


Figure 4. Themes of open ended comments.

The data presented revealed a number of issues, some of which were expected, while others surprising. Though responses by both males and females suggested the perception of equality had improved, there remained issues where this had not occurred, and frustrations remained. These included the perception that females could not ascend to leadership positions, especially at the national level, but this included regional and state levels as well. These frustrations are further discussed in the next section.

Discussion

Since the passage of Title IX in 1972, women's participation in sports and sports related fields has grown tremendously. The profession of athletic training has also experienced a dramatic increase in the number of women entering the profession, and has recently reported that women represented more than half of certified athletic trainers who are members of the NATA (Ward, 2006). In spite of this, female athletic trainers have not been equitably represented in the leadership of the organization or in the recognition of its members through the awards program. Though the NATA has taken measures to attempt to eliminate such inequity and address issues that were deemed pertinent to the female athletic trainer, the perception of inequality remains. The next section discusses each research question individually based on the responses received.

Research Question 1

The first research question addressed perceptions about challenges faced by females based on their gender, such as being excluded from serving in leadership positions or receiving awards. As already discussed, female respondents tended to perceive that they had equal opportunities to serve on NATA (80%), district (87%), or state (86%) committees, but at a lower percentage than their male counterparts (90%, 92%, and 93% respectively). Only 19% of females believed they had fewer opportunities to participate on NATA committees, 12% for district and state committees. More females believed that they had equal opportunity to receive awards at the NATA (62%), district (72%), and state (75%) levels, but many females believed they had fewer opportunities to receive awards at the national (37%), district (28%), and state (24%)

levels. Males consistently believed that opportunities were equal for men and women to participate on committees, pursue leadership positions, and receive awards.

Females and males also varied in their perception regarding conflict between professional and family responsibilities. Females tended to believe that they experienced greater conflict, had more difficulty balancing their career and family responsibilities, and greater difficulty reentering the profession. Though the largest percentage of male respondents (65%) agreed that females experienced greater conflict, percentages were much lower than females' perceptions (90%).

Males and females also tended to disagree on whether females and males experienced equal opportunity for advancement in various settings or when considered for positions. Again, more males believed opportunity was equal for advancement (62.8%), while more females (61.4%) believed they experienced fewer opportunities. More females (53.3%) also believed that they received less financial compensation than their male counterparts, while males (84.8%) largely believed compensation was equal.

Finally males and females agreed that the most pertinent obstacles facing the profession were family issues and burnout. Females were also concerned about the "Good Old Boy Network" and gender stereotypes, while males were more concerned about salary issues. The "Good Old Boy Network" is not a new concern for females wanting to ascend to leadership positions, as Acosta and Carpenter (1992) addressed this issue as one of the reasons why women are underrepresented in athletic administration. As a tool for negating the effect of the "Good Old Boy" network, they suggested that the "Good Old Girl" network become stronger as networking among women would assist in the advancement of women in all areas of athletics. Sexual

harassment continued to be of concern to females, with a large number of females (179 or 36.3%) reporting that they had been the target of such harassment, mostly by athletes they worked with.

Clearly, males and females did not agree on perceptions regarding opportunities for women in the profession of athletic training. Males consistently believed that opportunities for women were equal, while females perceived that they continued to receive fewer opportunities than their male counterparts because of their gender. Interestingly, some males believed they experienced fewer opportunities than females did due to such policies as affirmative action and hiring quotas, which suggested that some males had experienced loss of a job due to these policies. While it is not unusual for the dominant group in a hegemonic society to ignore the issues that marginalize those who are not in power, it was surprising that the dominant group, in this case male athletic trainers, believed that they themselves had been victims of discrimination, a tactic that serves to take the attention off of the group that is indeed marginalized.

Research Question 2

The second research question addressed whether perceptions had changed since the 1996 and 1997 survey was administered. Perceptions regarding opportunity to participate on committees changed for both males and females, with more females (80%) believing that they had equal opportunity in 2006 than females believed in the 1996 survey (50%). The same was true for males, with percentages increasing from 63.7% believing opportunity was equal in 1996, to the 2006 statistic of 90%. Compared to the 1996/1997 surveys, both female and male respondents in 2006 tended to believe that opportunities were equal.

Similarly, perceptions regarding family conflict had also changed. In the 1996 study, 86.3% of females and 40% of males believed that females experienced greater conflict between family and professional responsibilities. In the 2006 survey, 90% of females and 65% of males believed this. Perceptions regarding reentering the profession after leaving had not changed for either males or females since the 1996 and 1997 surveys. Balancing family and career responsibilities, however, had changed with 68% of females and 29% of males in 1996 believing that this was more difficult for females. In the 2006 survey, these numbers had changed to 76.6% of females and 49.2% of males. These responses suggest that as females have been in the profession longer, they have experienced more difficulty with family and professional responsibilities, which would explain the increase in the females' perceptions. The increase in males perceiving that it was more difficult for females suggests that males have become more sensitive to the difficulties women have faced balancing work and home, more so than they did in 1996/1997.

Perceptions regarding opportunity to advance had also changed. In the traditional setting, 46.9% of males in 1997 believed that they had greater opportunities to advance, while 83.2% of women felt that males had greater opportunities. In 2006, only 26.6% of males believed that they had more opportunity, while 61% of females believed this to be true. Most male respondents (62%) in 2006 believed that opportunities were equal, but only 38% of females felt this way. In the non-traditional setting, males and females felt that opportunities were more equal in 1996 and 1997 (82% of males and 71% of females). In 2006, 75% of males and 58% of females

believed that opportunities were equal, but 37% of females continued to believe that they experienced fewer opportunities.

In both males and females, perceptions regarding opportunities in the traditional and non-traditional settings had improved, in that both men and women saw less of a gender issue. This can be explained by the increased presence of women in these positions, especially in the educational setting, which gave the appearance that opportunity was better. Of concern, however, was that many women continued to believe that they had fewer opportunities, which suggested that women continued to battle inequity in the athletic training profession.

More males in 1997 (62.5%) believed that males and females earned equal compensation while 85% of males in 2006 continued to believe this. By contrast, only 34.4% of females in 1996 and 46.3% in 2006 believed compensation was equal. Both males and females showed a tendency in 2006 that compensation was becoming more equal. According to the 2006 self reported salary when compared to years of certification, males consistently earned higher salaries than females. For example, of the 86 respondents (26.6%) reporting that they had been certified for 20 years or more, 27 (31.4%) males reported earning \$65,000 or more compared to 18 (30%) females. Eleven of these males (13%) and 4 females (7%) reported earning \$60-64,999, and 10 males (12%) and 6 females (10%) reported earning \$55-59,999. This disparity continued and then inverted as salaries became lower, with females outnumbering males in the lower salary ranges with comparable years of certification (see Appendix J). This suggested that even though both males and females perceived that salaries were equal when compared to similar longevity, equal salary compensation did not

appear to be occurring. When further focusing the data to include only males or females with 20 years or more experience, who also worked on the college or university setting, there were 45 males (13.9%) and 22 females (4.5%). Figure 5 shows that males tended to earn higher salaries than females at the college/university setting when years of experience were the same.

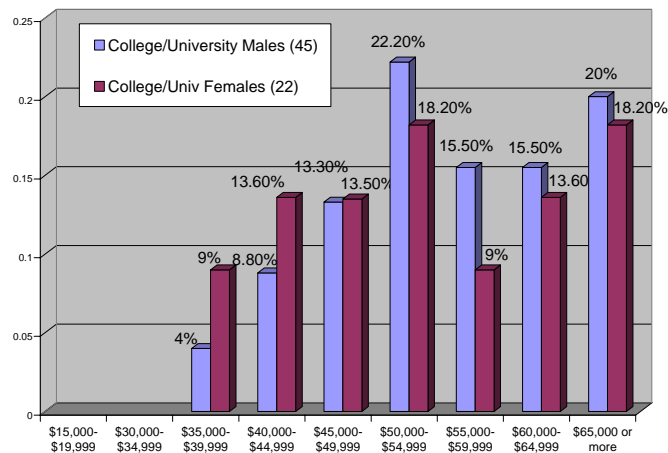


Figure 5. Salary comparisons of males and females with over 20 years experience in the college university setting.

In the secondary schools setting, females' salaries were more comparable to males, with more females earning over \$65,000 than males, but overall there were more males earning higher salaries than females (see Figure 6).

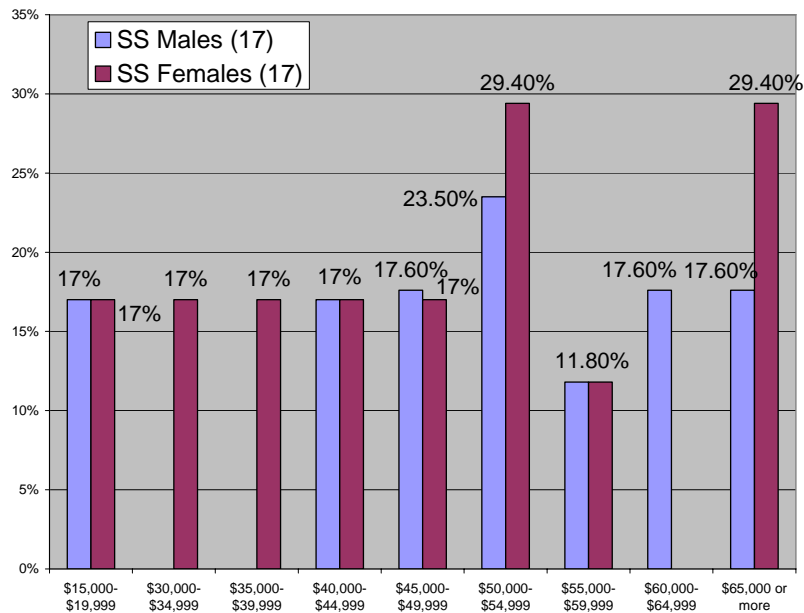


Figure 6. Salary comparisons of males and females with over 20 years experience in the secondary schools setting.

Any salary inequity that has existed in athletic training would not be unique to that profession, as women in general only earned 81% of their male counterparts in 2005 (U.S. Department of Labor, 2006). Given this, it would not be unexpected that such inequity would exist in the profession of athletic training, especially when considering that men continue to dominate the positions that are hiring the athletic trainers and negotiating the salaries. Until women improve their salary negotiation skills, and refuse to take positions until the salary is more equitable, this is unlikely to change. This phenomenon is not unique to women in the profession, however, as many young professionals accept low salaried positions in order to work in a setting that they prefer, such as a college or university. The profession as a whole must begin to refuse salaries unless and until they reflect the value of the position. Once again, mentoring becomes

an important regarding this issue, as an effective mentor could assist a young professional in making such decisions.

In regard to preference given to male candidates for a head athletic trainer position, 70% of males in 1997 believed this to be true, while only 41.6% of males in 2006 agreed. Comparably, 84.3% of females in 1996 believed preference was given to males, and 70.5% agreed with this concept in 2006. More males (28.7%) tended to disagree when considering assistant athletic trainer positions in 1997, compared to only 3% in 2006. Females agreed to male preference for assistant athletic trainer positions in 1996 (28%), compared to 16.6% in 2006.

Overall, responses regarding preference given to males for various job titles revealed that both males and females believed this had improved from the 1996/1997 survey to the 2006 survey. This could be the result of women being more prevalent in the profession in general, and working their way up into more positions of leadership. As a result, because respondents saw more women in the profession and in such positions, they perceived that these opportunities had improved.

Disparity continued when considering clinical positions, with 40% of males in 1997 and 3.7% in 2006 believing that preference was given to males. While 18.2% of females believed this concept in 1996, only 14.2% agreed in 2006. Because clinical positions often have improved working conditions, such as limiting the work week to 40 hours, many athletic trainers have left the traditional setting for the clinical setting. This is especially true for women who have started families and are seeking to spend more time with their children. This influx of women into this setting might explain why fewer respondents believed that males were not given preference in hiring into this setting.

Finally, in regard to the professional sports setting, 87% of males in 1997 believed that preference was given to males, while in 2006 this had decreased to 80%. In 1996, almost all (96.8%) of the females believed that preference was given to males, but in 2006, the percentage dropped to 93.4%. Once again, however, the data supported that males were indeed given preference in the professional sports setting. In 2006, of the 703 certified members of the NATA who listed their job setting as professional sports, 660 (93.9%) were male (Ward, 2006). A few women have broken into the professional setting, however, and these situations have been well covered by the media and the marketing department of the NATA. While this has been excellent public relations for women, it has given the erroneous perception that women have openly and readily entered this setting, perhaps changing the perceptions of the respondents. In reality, the professional setting continues to be dominated and controlled by males, and women have continued to find it difficult to successfully break this barrier.

Perceptions have also changed regarding networking opportunities. In 1997, 43.7% of males and 63% of females believed that females were excluded from male networks. In 2006, 28% of males and 54.5% of females continued to perceive this inequity. Likewise, perceptions regarding why females were not in leadership positions changed in both males and females (see Figures 7 and 8). Interestingly, both males and females showed a dramatic decrease in the perception that leadership roles were not available to females when comparing 1996 to 2006. Instead, both genders believed more in 2006 that females were choosing not to pursue leadership roles that were

available. If leadership roles are more readily available and women are choosing not to pursue them, the question of “why not?” should be investigated.

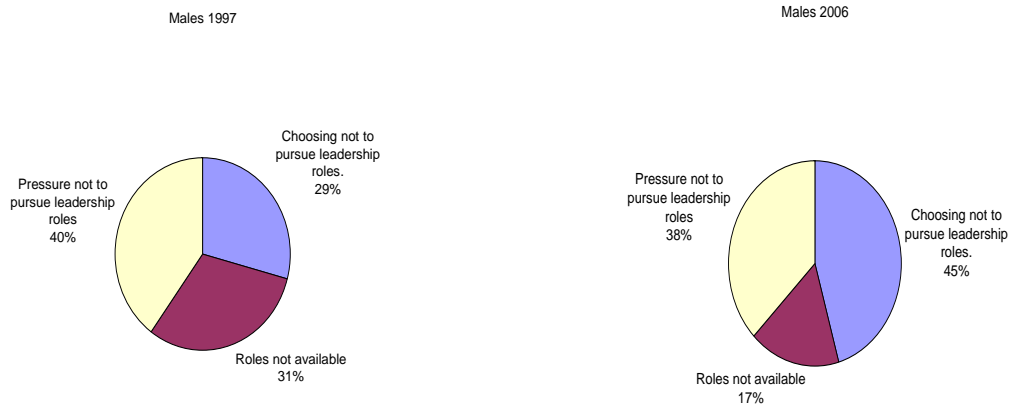


Figure 7. Perception of males regarding leadership in females.

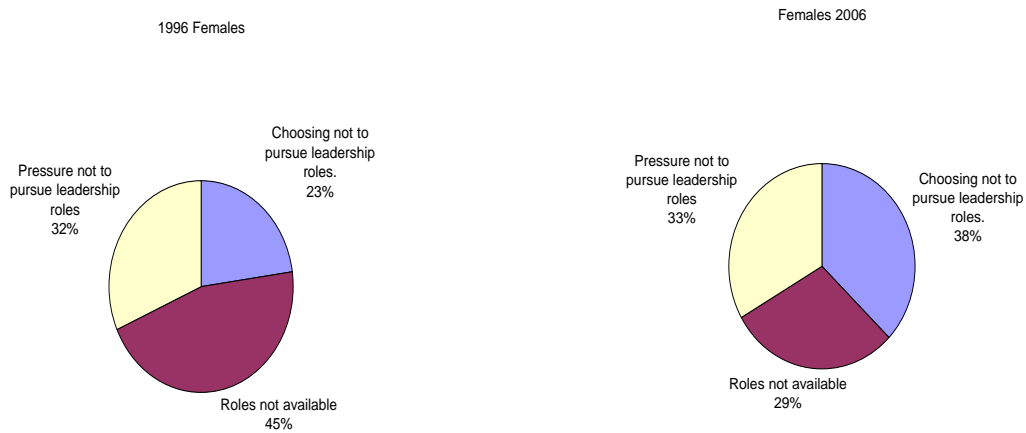


Figure 8. Perceptions of females regarding leadership in females.

Respondents were asked whether they had been a victim of sexual harassment. In 1996, 37% of females indicated that they had been sexually harassed. Males in 1997 were asked if they believed that women had been victims of sexual harassment, and only 41% indicated that they thought this was true. In 2006, 8% of males and 36.4% of

females stated that they had been victims of sexual harassment. This subject has become an issue of vital concern in the workplace in general, and is not unique to athletic training. In the field of athletics, however, where males continue to dominate in areas of leadership, policy, and supervision, the patriarchy that controls this field may lend itself to the continuation of such behavior.

As expected, perceptions of both male and female respondents have changed since the surveys in 1996 and 1997. Both genders perceived in the 2006 survey that opportunities and circumstances had improved for female athletic trainers. The degree to which they have improved, however, continued to show disparity, as females continued to perceive inequality overall compared to the male respondents.

Research Question 3

Question 3 addressed whether perceptions had changed regarding leadership positions, and whether those changes were supported by changes in actual leadership positions for females in the profession. As already discussed, perceptions regarding leadership for females have changed since the 1996 and 1997 surveys (see Figures 7 and 8). Females' perceptions in 2006 revealed that only 29.5% of females perceived that leadership roles were not available to them, while in 1996 46% believed this to be true. Conversely, females choosing not to pursue leadership roles had increased in respondents' views from 22.7% in 1996 to 37.2% in 2006.

When asked in 1996 whether they had served on an NATA, district, or state committee, females were more likely to have served on the state or district level, which was also true for males. In 2006, this trend continued, as more women had served on the state level than the other two categories combined. Percentages of females serving

on committees or as board members at any of the three levels were similar, with very little increase from 1996 to 2006.

As Table 16 shows, most males and females in the 1996/1997 surveys reported they had never held office or board membership at the national level, which was also true in 2006. District leadership in 1996 included 19 males and 5 females according to the 1996 NATA Leadership Directory (NATA, 1996). Based on the 1996 survey, 553 (96.5%) of the female respondents stated that they had never held office or board membership at the district level, while 20 (3.5%) had. In 2006, 483 (98%) of female respondents reported that they had never held office or board membership at the district level, while 10 (2%) respondents had held such membership. For males in 2006, 297 (92%) had never held district leadership offices, while 27 (9%) had. This compared to a representation of 37 males (8%) in 1997. Though representation has not significantly risen for either males or females since the 1996/97 surveys, males continued to have higher percentages of leadership in the organization at all levels (see Table 18).

Table 18

Service on Committees and Boards

Level	Year	Males Never	Females Never	Males Yes	Females Yes
NATA Committee	1996/97	85%(377)	94%(541)	15% (66)	4% (21)
	2006	83%(268)	94%(463)	17% (55)	7% (30)
District Committee	1996/97	78%(345)	90%(518)	21% (94)	7% (42)
	2006	83%(266)	91%(448)	19% (61)	9% (46)
State Committee	1996/97	61%(271)	78%(447)	41% (181)	27% (130)
	2006	62%(201)	79%(390)	42% (134)	23% (112)
NATA Board	1996/97	93%(411)	98%(561)	5% (22)	1% (6)
	2006	96%(309)	99%(487)	4% (13)	1% (5)
District Board	1996/97	90%(399)	97%(553)	8% (37)	2% (10)
	2006	92%(297)	98%(483)	9% (27)	2% (10)
State Board	1996/97	75% (332)	88%(503)	22% (98)	12% (71)
	2006	80% (259)	88%(435)	20% (67)	13% (64)

Leadership positions at the national level included serving as a district director on the NATA board of directors, a committee chair or committee member, or as a liaison to an allied health care organization. At the time of the 2006 survey, only one of the ten members of the NATA board of directors was female, which was the same in 1996. Also in 2006, 30 committees were listed in the NATA Leadership Directory, 14 (47%) of which were chaired by women (NATA, 2006). Membership on these committees

consisted of 106 females (31%) compared to 232 males (69%). In 1996, 6 of the 21 committees were chaired by females (29%), while female membership on committees totaled 53 (24%) compared to 223 males (76%). Liaison positions, which were appointed by the president and board of directors of the NATA, revealed similar results. In 2006, 9 (18%) of the 51 liaison appointments were filled by females, whereas in 1996, 7 of the 43 positions (16%) were female.

From a district and state perspective, the situation was not much different. Of the ten districts in the NATA in 2006, eight districts were led by an executive board, while the other three had only a district director and state leadership. Most of the eight districts had an executive board of less than six members, with only one district seating a board of twelve. All of these boards' leadership included the district director, who represented the district to the NATA. District and state leadership, as shown in Tables 19 & 20, also was dominated by males in every district in 2006, and was based on information obtained from each state's web site listing the executive board or council that represents that state.

Table 19

Females in District Leadership Positions in 2006

District	Males	Females	Total	% of Females
1	2	1	3	33%
2	3	0	3	0%
3	2	0	2	0%
4	5	2	7	71%
5	3	1	4	25%
6	6	5	11	45%
7	3	2	5	40%
8	3	0	3	0%
9	2	3	5	60%
10	3	0	3	0%
All	32	14	46	30%

(NATA Leadership Directory, 2006)

Table 20

Percentage of Females in State Leadership Positions in 2006

District	Males	Females	Total	% of Females
1	19	12	31	39%
2	16	14	30	46%
3	24	7	31	23%
4	27	17	44	39%
5	24	5	29	17%
6	22	7	29	24%
7	14	11	25	44%
8	13	6	18	33%
9	27	21	48	44%
10	11	6	17	35%
All	179	96	275	35%

(Alabama Athletic Trainers' Association, 2006; Arkansas Athletic Trainers' Association, 2006; Athletic Trainers' Association of Florida, 2006; Athletic Trainers' Association of Massachusetts, 2006; Athletic Trainers' Association of New Jersey, 2006; California Athletic Trainers' Association, 2006; Colorado Athletic Trainers' Association, 2006; Connecticut Athletic Trainers' Association, 2006; Delaware Athletic Trainers' Association, 2006; Eastern Athletic Trainers' Association, 2006; Georgia Athletic Trainers' Association, 2006; Great Lakes Athletic Trainers' Association, 2006; Hawaii Athletic Trainers' Association, 2006; Idaho Athletic Trainers' Association, 2006; Illinois

Athletic Trainers' Association, 2006; Indiana Athletic Trainers' Association, 2006; Iowa Athletic Trainers' Society, 2006; Kansas Athletic Trainers' Society, 2006; Kentucky Athletic Trainers' Society, 2006; Louisiana Athletic Trainers' Association, 2006; Maryland Athletic Trainers' Association, 2006; Maine Athletic Trainers' Association, 2006; Michigan Athletic Trainers' Society, 2006; Mid-Athletic Athletic Trainers' Association, 2006; Minnesota Athletic Trainers' Association, 2006; Mississippi Athletic Trainers' Association, 2006; Missouri Athletic Trainers' Association, 2006; Nebraska Athletic Trainers' Association, 2006; Nevada Athletic Trainers' Association, 2006; New Hampshire Athletic Trainers' Association, 2006; New Mexico Athletic Trainers' Association, 2006; New York Athletic Trainers' Association, 2006; North Carolina Athletic Trainers' Association, 2006; North Dakota Athletic Trainers' Association, 2006; Ohio Athletic Trainers' Association, 2006; Oklahoma Athletic Trainers' Association, 2006; Oregon Athletic Trainers' Society, 2006; Pennsylvania Athletic Trainers' Association, 2006; Rhode Island Athletic Trainers' Association, 2006; Rocky Mountain Athletic Trainers' Association, 2006; South Carolina Athletic Trainers' Association, 2006; South Dakota Athletic Trainers' Association, 2006; Southeast Athletic Trainers' Association, 2006; Southwest Athletic Trainers' Association, 2006; Tennessee Athletic Trainers' Society, 2006; Texas State Athletic Trainers' Association, 2006; Utah Athletic Trainers' Association, 2006; Vermont Association of Athletic Trainers, 2006; Washington State Athletic Trainers' Association, 2006; West Virginia Athletic Trainers' Association, 2006; Wisconsin Athletic Trainers' Association, 2006; Wyoming Athletic Trainers' Association, 2006)

Based on this information, it was clear that females continued to be underrepresented in leadership positions throughout all of the NATA, district, and state leadership boards. In the ten years since the initial survey was distributed, women have made some strides in ascending to leadership positions, including the first ever elected female president. The number of women participating on committees and boards, and the number of committees chaired by women has risen slightly in the last ten years. Still, males continued to represent the organization in greater numbers respective to the total membership of the organization. This discrepancy has continued to be of concern to women in the athletic training profession as a sign that opportunities have not substantially improved, even though that perception permeated the organization. Are women choosing not to pursue leadership roles in the organization, or do they continue to be unavailable to them? The answer to this question is unclear, but should continue to be asked.

Research Question 4

The fourth research question pertained to perceptions regarding awards recognition. In 1996, 349 (61%) of female respondents believed that females had fewer opportunities to receive awards at the national level, 248 (43%) believed this was true at the district level, and 218 (38%) believed this at the state level. In 2006, perceptions had indeed changed, as 183 (37%) females believed they had fewer opportunities at the national level, 137 (28%) at the district level, and 120 (24%) at the state level. Males in 2006, though, felt strongly that females had equal opportunity to receive awards at the national (85%), district (89%), and state (90%) levels. Few males believed that females

had fewer opportunities to receive awards, with only 4% believing this was true at the national or district level and 3% believing this was true at the state level.

Even though perceptions had changed regarding opportunity for awards, females continued to receive awards less often than their male counterparts. The NATA Hall of Fame Award has been presented to 136 individuals during its existence, only eight of whom (5.8%) have been female. Of these eight females, 7 have received this prestigious award in the last ten years, compared to 45 males receiving Hall of Fame induction during the same time period. The Most Distinguished Athletic Trainer Award, which has been in existence since only 1994 has been awarded to 164 athletic trainers. Of these, 135 were male (82%) compared to 29 (18%) females. Likewise, the Athletic Trainer Service Award, which required only ten years of membership to be eligible, had been awarded to 70 females (32%) since its inception in 1996, compared to 150 males.

Districts and states managed awards differently. Some states did not offer an awards program, choosing instead to only offer awards through the district. Likewise, some districts did not offer awards, choosing instead to allow the individual states to present awards to their members. In an attempt to gain consistent information, award program information from each district and state's web site listing hall of fame recipients was gathered, based on hall of fame awards only. This information, presented in Table 21, clearly indicated that females have not received hall of fame recognition at the state and district levels at the same rate as their male counterparts.

Table 21

Hall of Fame Inductions by District

District	Males	Females	Total	% of Females
1*	9	5	16	31%
2**	48	2	50	4%
3	13	2	15	13%
4	82	12	104	12%
5***	73	3	76	4%
6	63	1	64	3%
7^	13	0	13	0%
8^^	4	0	4	0%
9^^^	90	3	93	3%
10	11	1	12	8%
All	406	29	493	6%

*MA, VT, NH information not available

**DE information not available

***KS & OK information not available

^UT & WY information not available

^^CA information not available

^^^GA information not available

Once again, even though both males and females perceived that the opportunity to receive awards was equal in 2006, the data did not support this. Historically, females have received awards less often at the state, district, and national level, and this has not changed since the surveys were completed in 1996 and 1997. Though females have

received awards at a higher rate than in 1996, they continued to represent far less than their 50% overall membership.

Explanation for this inequity is difficult, as it can not be determined whether women are nominated for awards at the same frequency as men. If men and women are nominated at the same frequency, why aren't women receiving awards at the same rate as their male counterparts? If they are not nominated at the same rate, why aren't women nominated more? Receiving an award is often based on a nominee's experience in the organization as a leader. It can, therefore, be inferred that a female's opportunity to be a leader in the organization is directly related to her ability to receive an award.

Research Question 5

The fifth research question pertained to whether women of color perceived they faced greater barriers than other respondents based on their gender and race. Non-Caucasian females comprised only thirty three (6.7%) of the total respondents for the 2006 survey compared to 24 males (7.4%) who were non-Caucasian. This compared to a non-Caucasian certified membership in the NATA of 2213 (8.8%), 1012 (8%) of whom were female and 1201 (9%) of whom were male. Women of color tended to believe that females had fewer opportunities for leadership or awards recognition than Caucasian females perceived. Though percentages were similar in regard to participation on committees, 48% of non-Caucasian females believed there were fewer opportunities for females to pursue leadership roles at the NATA level and district level (30%). This compared to 32% of the Caucasian females believing there were fewer opportunities to pursue leadership roles at the NATA level, and 21% of Caucasian females believing this

was true at the district level. Similarly, 52% of non-Caucasian females compared to 36% of Caucasian females believed that females had fewer opportunities to receive awards at the NATA level; 42% believed this to be true at the district level compared to 27% of Caucasian females.

Non-Caucasian females (54.5%) also perceived that they lacked female role models more than Caucasian females (40.3%), which would be logical considering the scarcity of non-Caucasian members, both male and female. In respect to hiring preferences, non-Caucasian females and Caucasian females agreed on perceptions in every category, but non-Caucasian females consistently had higher percentages in every item than the Caucasian females, suggesting that women of color perceived greater inequities than non-Caucasian females.

Non-Caucasian males also represented a relatively small number of respondents (24 or 7.4%), with their responses tending to reflect those of the Caucasian male, but to a lesser degree. Non-Caucasian males (62.5%), for example, agreed that females experienced greater conflict between professional and family responsibilities, whereas 65.9% of their Caucasian counterparts felt the same way. This trend continued throughout and including service on committees and boards, where non-Caucasian males tended to serve on committees and boards less often than Caucasian males, but at greater frequency than non-Caucasian females.

These results suggested that non-Caucasian females faced greater barriers than their Caucasian counterparts. Because men and women of color represented only 12% of the total membership of the NATA in 2006, they were faced with inequities in leadership and recognition. Patriarchy is derived from hegemony, so such

marginalization would be expected toward those members who do not represent the group in power. In the NATA, the group in power has historically been white males. As a result, non-Caucasian males faced the same inequities as females in their attempt to ascend to leadership positions and receive recognition. Non-Caucasian females were faced with marginalization that was compounded by their race and gender, resulting in perceptions that there existed less opportunity than the other groups perceived.

Research Question 6

Question 6 pertained to whether the Women in Athletic Training Committee had impacted perceptions and opportunities for women in athletic training. As a result of the 1996/1997 surveys, the WATC implemented a number of programs in an effort to assist women in the profession. These programs have included information on mentoring, leadership, affirmative action, Title IX, life balancing, and communication. Respondents were asked whether they participated in any of these programs, and if so, asked to rate the value of the program. For all of the programs, most respondents had not participated, with percentages for males and females ranging from 86% to 95% of non-participation. Of those who did participate in the program, more males (10%) felt the communication program was the most valuable, while more females (14%) believed the Title IX program was the most valuable. Both males and females ranked the life balancing program as the second most valuable program produced by the WATC.

Many respondents indicated that they were not aware of programs that had been implemented by the WATC, and requested better dissemination of such information. As was true in 1996 and 1997, a few respondents did not believe that it was necessary to have a “women’s committee,” as it tended to fragment the association. In contrast,

some respondents indicated that they appreciated the programs that had been implemented as a result of this committee.

The results of this survey were in some ways surprising, and in other ways expected. As a profession dominated by males for so many years, athletic training has been slow in responding to the influx of females in terms of leadership and recognition. Even as more women are ascending to positions of leadership, the numbers have not reflected the overall membership in the organization. Awards recognition has also failed to reflect membership statistics, as both continued to be dominated by males.

The overall perception of males that females had equal opportunity in the organization was not surprising, as the dominant culture often is oblivious to the inequities experienced by others. Surprising, however, was that it appeared that more females in the organization had begun to agree with this perception, suggesting that women were somehow complacent regarding the status of their gender in the profession. Fortunately, there were many women who did not share this opinion, and insisted that such inequities continue to be exposed and corrected. The final chapter will discuss the consequences and implications of the results that were discussed in Chapter IV.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

FOR FOLLOW UP RESEARCH

The purposes of this study were to: (a) determine if perceptions in 2006 by women and men in the profession of athletic training, in regard to opportunities for women, were similar to each other; and (b) determine if these perceptions have changed since the surveys completed in 1996 and 1997. Further, the study was designed to look more closely at opportunities for women in leadership, awards recognition, employment opportunities, and family conflict issues. A critical feminist theory approach was used as the basis of this study. The review of literature identified the patriarchal ideology that permeated our society in general, and the sports arena specifically. The WATC survey that was disseminated in 1996 and 1997 to male and female athletic trainers was again distributed to 3000 certified members, 1500 male and 1500 female. Members were solicited via an email to a stratified, randomized sample from the NATA certified athletic trainers database, and directed to Survey Monkey to complete the survey. Response rate was 32.9% of the females, and 21.55 of the males, for an overall response rate of 27.3%. Data were analyzed using frequency statistics, with male responses compared to female responses. The 2006 responses were then compared to those obtained in 1996/1997 study.

Findings

Results of the survey showed that both males and females believed that females were experiencing greater opportunities to ascend to leadership positions, receive awards, and earn better positions in the athletic training profession with better pay than they had in the 1996/1997 surveys. Though perceptions had improved, females continued to believe they faced inequities and obstacles due to their gender in their professional careers, especially in respect to their desire to work as an athletic trainer and raise a family. This perception was not shared by most male respondents, as they tended to believe that opportunities were equal for both males and females.

Regardless of these perceptions, the number of females who actually served in leadership positions or received awards recognition did not match the membership ratio of women in the organization. As was obvious from the open ended questions soliciting comments and suggestions, many respondents had opinions, and these opinions were diverse and contradictory. Many of the respondents commented on the difficulty the profession caused in terms of life balancing due to the number of hours most athletic trainers are required to work. As a result, many athletic trainers are leaving the profession, either temporarily or permanently, in order to start a family. As a part of the support system for the sports environment, athletic training epitomized a part of society that was directly affected by patriarchy.

Conclusions

In a patriarchal society, males practice homosocial reproduction, the process of naming individuals similar to themselves to positions of authority and recognition (Kanter, 1977). In an athletic training organization, this equates to males in leadership

positions nominating other males for awards and for leadership positions such as committee chairs and liaison positions. As with most organizations, individuals in these appointed positions tend to ascend to other leadership positions as time passes. This is reflected in the inequitable number of men in leadership positions despite that membership in the NATA is equally represented by males and females in 2006.

The male hegemony of sport continues to create a male dominated culture in most athletic training settings, where males tend to be in supervisory roles over women either as head athletic trainers, coaches, or administrators. In their capacity as supervisors, disempowerment, disrespect, sexual harassment, and the continuation of inequality tends to be byproducts of such a patriarchal ideology. Critical theorists explain this inequity as a reflection of patriarchy, identifying who holds the power, and asking how the balance of power can be exposed and changed (Birrell & Richter, 1994; Coakley, 2006; Costa & Guthrie, 1994; White et al., 2001).

In athletic training, males have dominated the profession for the initial thirty years of its existence, opening the doors for women only as recently as the 1970s. As women entered the profession in large numbers, mostly due to the passage of Title IX, they were often ridiculed and ignored by their male counterparts, a concept also supported in patriarchy as males tend to devalue women and their opinions (Anderson, 1991; Booth, 2000; Coakley, 2006). Though women had entered the profession of athletic training, they were often harassed by the dominant males and discouraged from attempting to aspire to positions of leadership or authority. Indeed, in 2006 when asked their job title, more male survey respondents reported their position as head athletic trainer than female respondents, and though the males' response percentage has decreased from

the 1997 survey, females' response percentage is curiously the same. Carpenter and Acosta's (2006) study documented the changes that have occurred in the representation of women in athletics, and revealed that in 2006 only 27.4% of head athletic trainers at the college level were female. Further, while 97.5% of all NCAA institutions employed an athletic trainer, less than one third had a female athletic trainer (Carpenter and Acosta, 2006).

Female athletic trainers still have not successfully broken into the professional setting, as the men's professional organizations (NFL, NBA, etc.) continue to be hesitant to hire women. In this setting, patriarchy continues to ensure that women are not welcomed or permitted to enter (Coakley, 2006; Costa & Guthrie, 1994). In the current study, one female respondent wrote as a concern/obstacle: "The consensus is that women do not belong in the male locker room. People just don't get it, we have professional bedside manner no matter what the setting, but are not given the opportunities to prove it." Though women had entered all other settings, they continue to feel marginalized in that they perceive that advancement, especially in the traditional setting, is minimized due to their gender.

In the 1996/1997 surveys, many females commented that they found themselves having to prove themselves and earn respect. Unfortunately, the 2006 survey resulted in many of the same comments such as: "I think females have to prove themselves more in athletic training (esp. with males) than males do." Conversely, some males believed that females were afforded too many opportunities, one stating that he believed: "reverse discrimination is used to increase the role of women in athletic

training, overlooking men who may be better qualified” or as another male stated: “Quit making an issue about gender and do the job.”

The 2006 survey reinforced the concept born of the 1996/97 surveys and Booth’s study that women in athletic training perceived barriers and inequities that men did not perceive (Booth, 2000; McConeghy, 1996; 1997). Unfortunately, Booth also noted in her study that barriers she had identified had also been identified in Anderson’s (1991) study 10 years earlier, and that not much had improved (Anderson, 1991; Booth, 2000). To this end, the fact that perceptions in the 2006 survey were similar to the 1996 and 1997 surveys was not surprising, but should be a concern to the organization.

Non-Caucasian females also continue to perceive that they are marginalized due to both the gender and race. NATA membership statistics support the concept that these women have not experienced role models who adequately represented them, and thus assisted them in aspiring to hold leadership positions. Similar to Shingles (1991) results, non-Caucasian women in athletic training continue to feel oppressed due to their race, more so than Caucasian females do. Indeed, a hegemonic society is characterized by the group in power dominating and marginalizing those who are not in power. In athletic training, this is best represented by white males, with all women, but especially non-Caucasian women, struggling for recognition perhaps more than Caucasian females. Sexual orientation, though not addressed in this study, can also be an underlying factor in the lack of ascension of women into leadership positions or receiving awards. Since homophobia is often used as a tool in a hegemonic society, gay and lesbian members may be prevented from earning recognition or obtaining

leadership positions for fear that they may become targets of homophobia. Though addressed in Shingles (2001) study, this has not been investigated in depth.

Another way the dominant group maintains its power over the rest of society is through the use of sexual harassment. Sexual harassment has been a concern for most women in the workplace, but in most businesses this domination and degradation of women has decreased due to the litigation that has occurred as a consequence of the harassment. Alarming, women continued to report that they were victims of sexual harassment in the 2006 survey similar to the rate they reported in 1996. The explanation of this is unclear, as it could be a result of women being more aware of what constitutes sexual harassment. An alternative explanation, however, is that because athletics continues to be dominated and controlled by males, sexual harassment is a reflection of that hegemonic society.

The perceptions of both male and female athletic trainers revealed that they believe opportunities for females in the profession have improved in the last ten years. Reality, however, does not concur with these perceptions. While it is not unusual for a patriarchal society to continue to deny a problem exists when it involves the marginalized part of society, women must continue to address these issues in an attempt to improve conditions for themselves and for the women who are joining the profession.

Clearly, the disproportionate number of women in positions of leadership should be a concern and should be investigated. Carpenter and Acosta (2006) reported the disparity in the number of women in athletic administration jobs in college athletics, a trend that directly impacts whether women are hired as coaches, athletic trainers, or

sports information directors. Their study revealed that male athletic directors employed fewer females in these positions than female athletic directors, and in some cases did not employ females at all. As discussed by Carpenter and Acosta, as well as by Baize (1995), men are more likely to hire men, and until women are hired in positions of leadership, men will continue to dominate the athletic arena and determine the gender of its employees. This is further supported by Lopiano (2006), who recommended that women's athletics be better developed into revenue producers, so that employment of females as coaches and administrators would be more lucrative.

The lack of equality in athletic training is not unique to the athletic arena. In 2006, the 110th United States Congress was elected into power with much historical significance. From a feminist viewpoint, the most noteworthy aspect of the election was that a female would ascend to the position of Speaker of the House for the first time in this nation's history. In addition, 90 women were serving in congress, 74 in the House of Representatives and 16 in the Senate. The ascension of women in our nation's political arena has been slow and gradual, with the first female senator elected in 1948, and since then only 35 women have served in the senate. Similarly, the House of Representatives has also been dominated by men throughout our history, and in 2006, 74 of the 435 members were women, 12 of whom were elected in the most recent 2006 election. Even though women have broken through the glass ceiling at the United States Capitol, the 17% female Congress in 2006 did not represent the general population of the country in terms of gender. Still, as with athletic trainers, women continue to challenge the patriarchal society and aspire to be leaders and earn recognition for their accomplishments.

Athletic training has experienced a dramatic growth during the last thirty years in overall membership, but especially when considering female membership. After the 1996 survey, the leadership of the NATA appeared to make a conscious effort to increase opportunities for women in the organization through committee member, committee chair, and liaison appointments. Current leaders of athletic trainer organizations at the state, district, and national levels must remain cognizant of the inequities in leadership representation, awards recognition, and opportunities for advancement faced by their female membership. Further, they should strive to eliminate barriers that exist for women in the profession in an effort to reverse the disproportion that exists.

Also of great concern should be the number of members, but especially women, who are leaving the profession for various reasons. One respondent expressed this very succinctly: "Athletic Training is not a great profession for mothers." Given the overwhelming information regarding this situation, failure to address the issue is tantamount to accepting and endorsing the patriarchy that has dominated our culture. Women should not be encouraged, overtly or through silence, to believe that they can not have a successful career in athletic training and raise a family. The NATA, which is currently undergoing a membership crisis, should investigate whether their loss of members is primarily women and take steps to correct this loss. Programming that addresses time management, salary negotiation, leadership development, conflict resolution, and various aspects of life balancing should be incorporated into the general programming of the national meeting.

Women comprise more than half of the current membership of the NATA, more so with certified students, yet many professionals, but especially women, do not seem to remain in the profession. In this study, most women tended to be unmarried and without children when compared to the males, suggesting that women are waiting until later in their careers to begin families, and perhaps leaving the profession when they decide to have a family. While our educational programs are teaching athletic training skills, they should also be teaching their students such socialization skills as how to balance their professional and personal lives to ensure that all of these students know what the expectations of the profession are and can deal with them.

Many of the female respondents were extremely concerned about their inability to work as an athletic trainer and raise a family, a concern that forced them to leave the profession for at least a short amount of time. As one respondent said: "We all would like to do everything, but working 80 hours, keeping our house, raising our children, volunteering at church...not much is left." Historically, the males in athletic training have been willing to work the long hours, evenings, and weekends that were expected of them, which is not unlike the rest of society. As the profession has evolved, athletic trainers have begun to challenge the "traditional" expectations of athletic training and are placing greater value on their families as well as the quality of their work by demanding better working conditions, better pay, and better hours. The profession of athletic training has long held the belief that working long hours is an expected part of the job. Conversely, an athletic trainer who chooses not to work such hours or who attempts to improve their working conditions is often labeled as someone who is not dedicated to their job or their profession. Clearly, this has laid the foundation for some of

the issues that the profession is dealing with today, and such a culture must be changed in order to improve retention of our members. An athletic trainer should not feel as if she/he must find another profession simply because they want to have children.

Both males and females agreed that women have had a more difficult time reentering the profession once they have left, supporting the possibility that these women are choosing not to pursue leadership roles in the organization, but choosing rather to focus on their family. In our patriarchal society, men have historically placed careers above family, so the conflict between family and leadership may not have affected males as much in the profession, resulting in more males in leadership positions. While this might explain some of the discrepancy between male and female leadership representation; however, I do not believe it explains all of the discrepancy. One must consider that when men are in power, they tend to continue to elect men, nominate men, and appoint men to other positions of power in an attempt, even if subconsciously, to maintain patriarchy.

Males and females in the current study were also more concerned about the conflict between family and work than they revealed in 1996/1997. In fact, in 2006, men and women believed that women faced greater conflict between work and family, more so than they believed in 1996/1997. While an explanation for this increase is unclear and could be a reflection of our society's increase in demand on our time, the result is that women are often leaving the profession to have a family and may not return. As males in our society have become more focused on their family than on their career, perhaps they have gained increased appreciation for the conflict females have faced.

The final question of the 2006 survey asked for suggestions/comments from the respondents. The most often stated theme was based on the concern regarding the conflict between the requirements of the profession and having a family, which is not unique to women. The traditional setting of athletic training expects an individual to work typically much more than a 40-hour week, including nights and weekends. Many in the profession have chosen to leave the profession or find employment in other settings in an attempt to improve their quality of life, work fewer hours, earn a higher salary, and spend more time with their family. Male and female respondents perceived that women have had a more difficult time balancing a career in athletic training with a family life. However, both genders believed that this was a concern for all members, not just for women. As a result, providing tools to the members in an effort to improve working conditions should become a primary focus of the NATA.

Also listed by the respondents in the order of frequency was to increase awareness to the members, to continue efforts to improve conditions for women, to stop efforts to improve conditions for women, and to continue the mentoring program. Clearly, the responses were as diverse as the membership of the organization. Members clearly want more information from the NATA regarding programs that will assist in many of the issues that are facing its members. However, this information must be disseminated in a way that is conducive to all members, not just those who can attend the national convention every summer, but rather through the use of technology. Because many respondents continue to face discrimination and marginalization in the profession, addressing these issues is important to them. Similarly, there are others

who do not face this and wish to rid the organization of such polarizing issues that they perceive are no longer pertinent issues.

As the lives of athletic trainers continue to become busier, the leadership of the NATA must investigate how to engage the members more efficiently with technology and activities that are less time consuming, require less travel, and are more cost effective. Mentoring programs should be better developed and endorsed by the NATA, as well as the use of webcasts, teleconferencing, and others. These types of media are currently being used on a limited basis, but they should become more prominent in the business of the organization.

In addition to obtaining leadership positions, women also do not receive awards at the same rate as their male counterparts. Again, if women are choosing not to pursue leadership roles, they would have a more difficult time earning awards at the same rate as their male counterparts, as their award applications would not be as stellar. The longevity requirement of most awards may also decrease the number of women eligible for those awards. Likewise, if women are leaving the profession to raise a family, while men are remaining in the profession while starting a family, women would not have the experience necessary in leadership positions to be a worthy awards nominee.

Also, it is unclear whether women are being nominated at the same rate as males and not receiving the awards, or whether men are nominated more often than females. If the latter is true, why aren't women being nominated as often as males? Again, in a homosocial society, men tend to nominate men, so one must consider why women would not be nominating women at the same rate men are being nominated. Evans (2000) suggested that women have more of a tendency to undermine other

women instead of mentoring and assisting them in being successful, contrary to how males behave in the workplace. Given this possibility, it is up to the women in athletic training to reverse the trend of inequity by helping other women succeed through mentoring and nominations, rather than finding reasons not to support other women's efforts.

The issues that have been discussed as a result of this study, though pertinent to athletic trainers, are not unique to athletic training as a profession. As much as conditions have improved for women in the workplace, the glass ceiling continues to exist, and equality has not been achieved. In the athletic training profession, women have gained in positions of leadership and awards recognition, job titles and salary, and general recognition. Not achieving equality should not be deemed a failure, however, but rather a continuing effort; where not continuing to acknowledge the disparity would be the failure.

This study has provided information regarding perceptions of both males and females regarding equality in the profession of athletic training. The study revealed that perceptions of inequities continue to exist for women, as do actual opportunities for women in the profession. Though much has been attempted to rectify these issues that were identified in 1996 and 1997, some of these issues persist. Fortunately, progress has been made, but until males and females are equally represented in the organization, efforts must be continued to increase the opportunities for women.

Recommendations for Follow-Up Research

Based on the findings of the research, the investigator suggests a number of recommendations for further research. Both men and women in athletic training are concerned about the conflict between their professional lives and personal lives. As a result, athletic trainers are leaving the profession in an effort to improve their quality of life. These professionals are not being tracked to ascertain whether they reenter the profession, or remain in another. If they do reenter the profession, are they avoiding leadership positions, and if so, why?

There is no clear reason why women chose to pursue leadership positions, as well as identifying why women do not choose to pursue those roles. There is a definite need to identify how to encourage women into leadership positions that they might not otherwise seek. A case study methodology could be used to better define and describe those qualities and traits females possess who tend to be successful leaders in athletic training.

Women are not being nominated and/or receiving awards at the same rate as their male counterparts. Are women being nominated but do not qualify as much as the male nominees, or are males nominated at a much higher rate than females? Such a study would have to be a cooperative effort with the NATA Awards Committee, as nominations and applications would need to be anonymously reviewed.

The use of technology in athletic training has been steadily increasing as the field has grown. Because lack of time is such a pertinent issue to all athletic trainers, technology should be more readily used to provide CEU opportunities to athletic trainers. Likewise, many members would like to participate in committee meetings or

online programs such as those offered by the WATC, and the use of webcasts or other types of technology could be used for this.

As the field of athletic training becomes more and more diverse, other groups of athletic trainers may be facing marginalization due to their diversity, such as gay and lesbian athletic trainers. As the NATA continues to investigate inequity in its membership, there should also be an attempt to determine whether gay and lesbian athletic trainers perceive discrimination and marginalization based on their sexual orientation.

Efforts should continue by the NATA and the Women in Athletic Training Committee to address those issues pertinent to women in this profession. Specifically, leadership, salary negotiation, and life balancing issues should continue to be an emphasis.

The NATA leadership should be informed and remain cognizant of the inequity of leadership positions and awards recognition, and they should take steps to address these issues. In an effort to complete this, the WATC could incorporate case studies of mentors or leaders who have had a major impact on a young female's career, highlighting them in the NATA News or other athletic training publications. In this way, potential mentors and leaders would better comprehend those traits and methods that seem to be conducive to being an effective role model to young athletic trainers. As the NATA continues to ascertain why members are leaving the association, efforts should be made to address the life balancing conflict that is driving all of its members, but especially women, out of the profession.

Because athletic training is a byproduct of the institution of athletics, it is only natural that the profession has taken on some of the characteristics that have been a part of the

history of athletics. Like athletics, athletic training has long been dominated by men and is still a reflection of our patriarchal society in that women are not well represented in the leadership or recognition of its members. Patriarchy is well reflected in men's professional sports, where such behaviors as sexism, sexual harassment, violence against women, and homophobia are tolerated. As an example of this, female athletic trainers have not been permitted to successfully break into jobs in men's professional sports, even though males often work with female professional athletes. Until such behaviors change, and women are accepted as bona fide health care professionals, regardless of the setting or the athletes being served, women will continue to struggle to ascend to leadership positions in athletic training.

APPENDIX A

1996 WOMEN IN ATHLETIC TRAINING SURVEY

- | More
Opport. | Fewer
Opport. | Equal
Opport. |
|--|--|--|
| <p>1. <i>Wages</i></p> <p>2. <i>Hours</i></p> <p>3. <i>Benefits</i></p> <p>4. <i>Job security</i></p> <p>5. <i>Training</i></p> <p>6. <i>Advancement</i></p> <p>7. <i>Supervision</i></p> <p>8. <i>Working conditions</i></p> <p>9. <i>Company policies</i></p> <p>10. <i>Company reputation</i></p> | <p>1. <i>Wages</i></p> <p>2. <i>Hours</i></p> <p>3. <i>Benefits</i></p> <p>4. <i>Job security</i></p> <p>5. <i>Training</i></p> <p>6. <i>Advancement</i></p> <p>7. <i>Supervision</i></p> <p>8. <i>Working conditions</i></p> <p>9. <i>Company policies</i></p> <p>10. <i>Company reputation</i></p> | <p>1. <i>Wages</i></p> <p>2. <i>Hours</i></p> <p>3. <i>Benefits</i></p> <p>4. <i>Job security</i></p> <p>5. <i>Training</i></p> <p>6. <i>Advancement</i></p> <p>7. <i>Supervision</i></p> <p>8. <i>Working conditions</i></p> <p>9. <i>Company policies</i></p> <p>10. <i>Company reputation</i></p> |

at the national level _____

at the district level _____

at the state level _____

pursue leadership roles in the NATA _____

at the national level _____

district level _____

at the state level _____
receive awards and recognition in the _____

NATA at the national level _____

NATA at the district level _____

In the profession of athletic training, in comparison to men, women:

- _____ b. Have a greater amount of the education necessary to be successful in leadership positions

- _____ b. Experience less conflict between professional and family responsibilities

4. _____ a. Have greater difficulty reentering the profession after leaving for family rearing or similar obligations
_____ b. Have less difficulty reentering the profession after leaving for family rearing or similar obligations
_____ c. Have equal difficulty reentering the profession after leaving for family rearing or similar obligations
5. _____ a. Have greater difficulty balancing career and family/personal responsibilities.
_____ b. Have less difficulty balancing career and family/personal responsibilities.
_____ c. Have equal difficulty balancing career and family/personal responsibilities.
6. _____ a. Lack the necessary athletic training knowledge to be successful in the profession
_____ b. Have the necessary athletic training knowledge to be successful in the profession
7. _____ a. Lack the requisite athletic training skills to be successful in the profession
_____ b. Have the requisite athletic training skills to be successful in the profession
8. _____ a. Lack the management skills to be successful in the profession.
_____ b. Have the management skills to be successful in the profession.
9. _____ a. Lack the female mentors/role models to be successful in the profession.
_____ b. Have the female mentors/role models to be successful in the profession.
10. _____ a. Have fewer opportunities for professional advancement in the traditional setting (athletics).
_____ b. Have greater opportunities for professional advancement in the traditional setting (athletics).
_____ c. Have equal opportunities for professional advancement in the traditional

setting (athletics).

11. _____ a. Have fewer opportunities for professional advancement in the non-traditional setting (clinical).
_____ b. Have greater opportunities for professional advancement in the non-traditional setting (clinical).
_____ c. Have equal opportunities for professional advancement in the non-traditional setting (clinical).
12. _____ a. Have less financial compensation
_____ b. Have more financial compensation
_____ c. Have equal financial compensation
13. _____ a. Have fewer employment benefits
_____ b. Have more employment benefits
_____ c. Have equal employment benefits
14. In hiring practices, preference is given to male candidates for head athletic trainer positions.
____ a. Strongly agree
____ b. Agree
____ c. No opinion
____ d. Disagree
____ e. Strongly disagree
15. In hiring practices preference is given to male candidates for assistant athletic trainer positions.
____ a. Strongly agree
____ b. Agree
____ c. No opinion
____ d. Disagree
____ e. Strongly disagree
16. In hiring practices preference is given to male candidates for clinical athletic trainer positions.
____ a. Strongly agree
____ b. Agree
____ c. No opinion
____ d. Disagree
____ e. Strongly disagree

17. In hiring practices preference is given to male candidates for professional sports athletic trainer positions.

- ☐ a. Strongly agree
☐ b. Agree
☐ c. No opinion
☐ d. Disagree
☐ e. Strongly disagree

18. In the profession of athletic training, women are excluded from male networks.

- ☐ a. Strongly agree
☐ b. Agree
☐ c. No opinion
☐ d. Disagree
☐ e. Strongly disagree

19. It is my perception that in the profession of athletic training:

- ☐ a. Women are choosing not to pursue leadership roles
☐ b. Women would like to pursue leadership roles, but those roles are not available to them
☐ c. Women perceive the pressure not to pursue leadership roles in the traditionally male setting

20. Have you ever been a victim of sexual harassment in the profession of athletic training?

- ☐ a. Yes—By Whom (title or position, not name)
☐ b. No

21. Please indicate whether you have done the following activities by checking all that apply for each activity

	Never	Past 0-11 mos.	Past 1-2 yrs	Past 3-4 yrs	Past 5-6 yrs	Past 6-10 Yrs	More Than 10 yrs
a. served on a NATA committee at the:							
National level							
District level							
b. served on an athletic training committee at the state level							
c. held office or board membership in the NATA at the:							
National level							
District level							

d. Held office or board membership in athletic training organizations at the state level							
--	--	--	--	--	--	--	--

22. Please indicate whether you have done the following activities during your tenure as an athletic trainer by checking all columns that apply.

	Never	Past 0-11 Months	Past 1-2 Yrs	Past 3-4 Yrs	Past 5-6 yrs	Past 6-10 Yrs	More Than 10 yrs
a. Volunteered to serve on NATA committees at the:							
National level							
District level							
State level							
b. Been asked to serve on NATA committees at the:							
NATA level							
District level							
State level							

To assist us in analyzing the responses to the above items, we need to know a few things about you.

23. Years of NATA certification (check only one response)___a. 0-11 months
 _____b. 1-5 years
 _____c. 6-10 years
 _____d. 11-15 years
 _____e. 16-20 years
 _____f. More than 20 years

24. Route to Certification (check all that apply).
 _____a. Approved/accredited curriculum program
 _____b. Internship

25. Which best describes your highest level of education (circle only one)
 _____a. B.A./B.S.
 _____b. M.A./M.S.
 _____c. PhD/EdD
 _____d. Other (specify): _____

26. Marital status (circle all that apply)
 _____a. Married/significant other
 _____b. Widowed
 _____c. Divorced

- _____ d. Single
_____ e. Children/other dependents

27. Describe your present employment position (check all that apply)

Jr college/Comm college/College/university setting (circle one)

- _____ a. Full time athletic trainer
_____ b. Part time athletic trainer
_____ c. Curriculum Director
_____ d. Assistant Curriculum Director
_____ e. Faculty Instructor

Clinic/hospital/industrial setting (circle one)

- _____ a. Full time clinic
_____ b. Part time clinic
_____ c. Clinic-high school
_____ d. Full time hospital
_____ e. Part time hospital
_____ f. clinic- college/university

Secondary school setting

- _____ a. Full time athletic trainer
_____ b. Part time athletic trainer
_____ c. Teacher/athletic trainer
_____ d. Administrator

Professional setting

- _____ a. Full time athletic trainer
_____ b. Part time athletic trainer

Other

- _____ a. I am not currently employed as an athletic trainer
_____ b. I am retired

28. Describe your specific job responsibilities (circle all that apply)

- | | |
|----------------------------|----------------------------|
| a. Budget | i. Insurance management |
| b. Inventory maintenance | j. Injury Reporting System |
| c. Physical exams | k. Travel arrangements |
| d. Drug screening | l. Hotel/room arrangements |
| e. Supervision of students | m. Meals |
| f. Medical Records | n. Equipment |
| g. Scheduling | o. Other (specify): _____ |
| h. Team assignments | _____ |

29. If applicable, describe your responsibilities (check only one).

	Men & women	Men	women's
A. Head athletic trainer	_____	_____	_____
b. Assistant athletic trainer	_____	_____	_____
c. Graduate assistant athletic trainer	_____	_____	_____
d. Athletic trainer for intramural/recreational sports	_____	_____	_____

30. What is the number of athletic trainers at your facility?

a. Total: _____
 b. Females: _____
 c. Males: _____

31. What is the number of athletes/clients served in an average week?

a. Total: _____
 b. Females: _____
 c. Males: _____

32. Present annual salary, before taxes.

_____ a. Less than \$10,000
 _____ b. \$10,000—\$14,999
 _____ c. \$15,000—\$19,999
 _____ d. \$20,000—\$24,999
 _____ e. \$25,000—\$29,999
 _____ f. \$30,000—\$34,000
 _____ g. \$35,000—\$39,999
 _____ h. \$40,000—\$44,999
 _____ i. \$45,000—\$49,999
 _____ j. \$50,000 or more

33. Do you receive the same salary as your male counterparts who work in your similar work environment (same title, same or similar responsibilities)

_____ a. Yes
 _____ b. No
 _____ c. Don't know

In the space allowed, please respond to the following questions:

34. What concerns and/or obstacles do you feel confront you as a women in the profession of athletic training? _____

35. What do you perceive to be the ways in which individuals are encouraged to become involved in professional organizations?

36. What suggestions or recommendations would you like to make to the Women in Athletic Training Task Force?

APPENDIX B
1997 MEN IN ATHLETIC TRAINING SURVEY

1. In comparison to women, would you say that men have more opportunities, fewer opportunities, or about equal opportunities to: (please check one column for each item in this set)

	More Opport.	Fewer Opport.	Equal Opport.
a. participate on NATA committees			
at the national level	_____	_____	_____
at the district level	_____	_____	_____
b. participate on AT committees			
at the state level	_____	_____	_____
c. pursue leadership roles in the NATA			
at the national level	_____	_____	_____
at the district level	_____	_____	_____
d. pursue leadership roles in AT			
at the state level	_____	_____	_____
e. receive awards and recognition in the			
NATA at the national level	_____	_____	_____
NATA at the district level	_____	_____	_____
f. receive awards and recognition in			
athletic training at the state level	_____	_____	_____

For the following items, please check one response for each item.

In the profession of athletic training, in comparison to women, men:

2. _____ a. Lack the education necessary to be successful
in leadership positions
_____ b. Have a greater amount of the education
necessary to be successful in leadership
positions
_____ c. Have the same education necessary to be
successful in leadership positions
3. _____ a. Experience greater conflict between
professional and family responsibilities
_____ b. Experience less conflict between professional
and family responsibilities
_____ c. Experience the same amount of conflict between
Professional and family responsibilities

4. _____ a. Have greater difficulty reentering the profession after leaving for family rearing or similar obligations
 _____ b. Have less difficulty reentering the profession after leaving for family rearing or similar obligations
 _____ c. Have equal difficulty reentering the profession after leaving for family rearing or similar obligations

5. _____ a. Have greater difficulty balancing career and family/personal responsibilities.
 _____ b. Have less difficulty balancing career and family/personal responsibilities.
 _____ c. Have equal difficulty balancing career and family/personal responsibilities.

6. _____ a. Lack the necessary athletic training knowledge to be successful in the profession
 _____ b. Have the necessary athletic training knowledge to be successful in the profession

7. _____ a. Lack the requisite athletic training skills to be successful in the profession
 _____ b. Have the requisite athletic training skills to be successful in the profession

8. _____ a. Lack the management skills to be successful in the profession.
 _____ b. Have the management skills to be successful in the profession.

9. _____ a. Lack the female mentors/role models to be successful in the profession.
 _____ b. Have the female mentors/role models to be successful in the profession.

10. _____ a. Have fewer opportunities for professional advancement in the traditional setting (athletics).
 _____ b. Have greater opportunities for professional advancement in the traditional setting (athletics).
 _____ c. Have equal opportunities for professional advancement in the traditional

setting (athletics).

11. _____ a. Have fewer opportunities for professional advancement in the non-traditional setting (clinical).
_____ b. Have greater opportunities for professional advancement in the non-traditional setting (clinical).
_____ c. Have equal opportunities for professional advancement in the non-traditional setting (clinical).
12. _____ a. Have less financial compensation
_____ b. Have more financial compensation
_____ c. Have equal financial compensation
13. _____ a. Have fewer employment benefits
_____ b. Have more employment benefits
_____ c. Have equal employment benefits
14. In hiring practices, preference is given to male candidates for head athletic trainer positions.
____ a. Strongly agree
____ b. Agree
____ c. No opinion
____ d. Disagree
____ e. Strongly disagree
15. In hiring practices preference is given to male candidates for assistant athletic trainer positions.
____ a. Strongly agree
____ b. Agree
____ c. No opinion
____ d. Disagree
____ e. Strongly disagree
16. In hiring practices preference is given to male candidates for clinical athletic trainer positions.
____ a. Strongly agree
____ b. Agree
____ c. No opinion
____ d. Disagree
____ e. Strongly disagree

17. In hiring practices preference is given to male candidates for professional sports athletic trainer positions.

- ☐ a. Strongly agree
- ☐ b. Agree
- ☐ c. No opinion
- ☐ d. Disagree
- ☐ e. Strongly disagree

18. In the profession of athletic training, men are excluded from female networks.

- ☐ a. Strongly agree
- ☐ b. Agree
- ☐ c. No opinion
- ☐ d. Disagree
- ☐ e. Strongly disagree

18b. In the profession of athletic training, women are excluded from male networks.

- ☐ a. Strongly agree
- ☐ b. Agree
- ☐ c. No opinion
- ☐ d. Disagree
- ☐ e. Strongly disagree

19. It is my perception that in the profession of athletic training:

- ☐ a. Women are choosing not to pursue leadership roles
- ☐ b. Women would like to pursue leadership roles, but those roles are not available to them
- ☐ c. Women perceive the pressure not to pursue leadership roles in the traditionally male setting

20. Do you think that women have been victims of sexual harassment in the profession of athletic training?

- ☐ a. Yes
- ☐ a. No

21. Please indicate whether you have done the following activities by checking all that apply for each activity

	Never	Past 0-11 mos.	Past 1-2 yrs	Past 3-4 yrs	Past 5-6 yrs	Past 6-10 Yrs	More Than 10 yrs
a. served on a NATA committee at the:							
National level							
District level							

b. served on an athletic training committee at the state level							
c. held office or board membership in the NATA at the:							
National level							
District level							
d. Held office or board membership in athletic training organizations at the state level							

22. Please indicate whether you have done the following activities during your tenure as an athletic trainer by checking all columns that apply.

	Never	Past 0-11 Months	Past 1-2 Yrs	Past 3-4 Yrs	Past 5-6 yrs	Past 6-10 Yrs	More Than 10 yrs
a. Volunteered to serve on NATA committees at the:							
National level							
District level							
State level							
b. Been asked to serve on NATA committees at the:							
NATA level							
District level							
State level							

To assist us in analyzing the responses to the above items, we need to know a few things about you.

23. Years of NATA certification (check only one response)___a. 0-11 months

___b. 1-5 years

___c. 6-10 years

___d. 11-15 years

___e. 16-20 years

___f. More than 20 years

24. Route to Certification (check all that apply).

___a. Approved/accredited curriculum program

___b. Internship

25. Which best describes your highest level of education (circle only one)

___a. B.A./B.S.

___b. M.A./M.S.

- _____ c. PhD/EdD
_____ d. Other (specify): _____

26. Marital status (circle all that apply)

- _____ a. Married/significant other
_____ b. Widowed
_____ c. Divorced
_____ d. Single
_____ e. Children/other dependents

27. Describe your present employment position (check all that apply)

Jr college/Comm college/College/university setting (circle one)

- _____ a. Full time athletic trainer
_____ b. Part time athletic trainer
_____ c. Curriculum Director
_____ d. Assistant Curriculum Director
_____ e. Faculty Instructor

Clinic/hospital/industrial setting (circle one)

- _____ a. Full time clinic
_____ b. Part time clinic
_____ c. Clinic-high school
_____ d. Full time hospital
_____ e. Part time hospital
_____ f. clinic- college/university

Secondary school setting

- _____ a. Full time athletic trainer
_____ b. Part time athletic trainer
_____ c. Teacher/athletic trainer
_____ d. Administrator

Professional setting

- _____ a. Full time athletic trainer
_____ b. Part time athletic trainer

Other

- _____ a. I am not currently employed as an athletic trainer
_____ b. I am retired

28. Describe your specific job responsibilities (circle all that apply)

- a. Budget i. Insurance management

- b. Inventory maintenance
- c. Physical exams
- d. Drug screening
- e. Supervision of students
- f. Medical Records
- g. Scheduling
- h. Team assignments
- j. Injury Reporting System
- k. Travel arrangements
- l. Hotel/room arrangements
- m. Meals
- n. Equipment
- o. Other (specify): _____

29. If applicable, describe your responsibilities (check only one).

- | | Men & women | Men | women's |
|--------------------------------|-------------|-------|---------|
| a. Head athletic trainer | _____ | _____ | _____ |
| b. Assistant athletic trainer | _____ | _____ | _____ |
| c. Graduate assistant | _____ | _____ | _____ |
| athletic trainer | | | |
| d. Athletic trainer for | _____ | _____ | _____ |
| intramural/recreational sports | | | |

30. What is the number of athletic trainers at your facility?

- a. Total: _____
- b. Females: _____
- c. Males: _____

31. What is the number of athletes/clients served in an average week?

- a. Total: _____
- b. Females: _____
- c. Males: _____

32. Present annual salary, before taxes.

- _____ a. Less than \$10,000
- _____ b. \$10,000—\$14,999
- _____ c. \$15,000—\$19,999
- _____ d. \$20,000—\$24,999
- _____ e. \$25,000—\$29,999
- _____ f. \$30,000—\$34,000
- _____ g. \$35,000—\$39,999
- _____ h. \$40,000—\$44,999
- _____ i. \$45,000—\$49,999
- _____ j. \$50,000 or more

33. Do you receive the same salary as your male counterparts who work in your similar work environment (same title, same or similar responsibilities)

- _____ a. Yes
- _____ b. No
- _____ c. Don't know

In the space allowed, please respond to the following questions:

34. What concerns and/or obstacles do you feel confront men in the profession of athletic training? _____

35. What do you perceive to be the ways in which individuals are encouraged to become involved in professional organizations?

36. What suggestions or recommendations would you like to make to the Women in Athletic Training Committee?

APPENDIX C

2006 WOMEN IN ATHLETIC TRAINING SURVEY

1. Gender
 - a. Female
 - b. Male
2. Years of NATA certification (check only one response)
 - a. 0-11 months
 - b. 1-5 years
 - c. 6-10 years
 - d. 11-15 years
 - e. 16-20 years
 - f. More than 20 years
3. Race
 - a. Caucasian
 - b. African American
 - c. Hispanic
 - d. Asian
 - e. American Indian
 - f. Other (specify): _____
4. Route to Certification
 - a. Approved/accredited curriculum program
 - b. Internship
5. Which best describes your highest level of education (check only one)
 - a. B.A./B.S.
 - b. M.A./M.S.
 - c. PhD/EdD
 - d. Other (specify): _____
6. Marital status
 - a. Married/significant other
 - b. Widowed
 - c. Divorced
 - d. Single
7. Family status (check all that apply)
 - a. No children
 - b. 1-3 Children
 - c. 4 or more children
 - d. Other dependent (parents, siblings, etc.)

8. I have the following credentials in addition to athletic training (check all that apply):

- a. Licensed physical therapist
- b. Licensed occupational therapist
- c. Licensed PT or OT assistant
- d. Physician's assistant
- e. Physician
- f. Chiropractor
- g. Registered nurse
- h. CSCS
- i. Other: please specify: _____

9. Describe your primary job responsibility. Check only one answer.

- a. Head athletic trainer (men's and women's)
- b. Head athletic trainer (men's only)
- c. Head athletic trainer (women's only)
- d. Assistant athletic trainer (men's and women's)
- e. Assistant athletic trainer (men's only)
- f. Assistant athletic trainer (women's only)
- g. Graduate Assistant athletic trainer (men's and women's)
- h. Graduate Assistant athletic trainer (men's only)
- i. Graduate Assistant athletic trainer (women's only)
- j. Intramural/Recreational sports athletic trainer (men's & women's)
- k. Intramural/Recreational sports athletic trainer (men's only)
- l. Intramural/Recreational sports athletic trainer (women's only)
- m. Professional Educator
- n. Administrator
- o. Owner
- p. No longer in athletic training profession
- q. Other: Please specify: _____

10. Describe your specific job responsibilities (Check all that apply)

- | | |
|----------------------------|----------------------------|
| a. Budget | i. Insurance management |
| b. Inventory maintenance | j. Injury Reporting System |
| c. Physical exams | k. Travel arrangements |
| d. Drug screening | l. Hotel/room arrangements |
| e. Supervision of students | m. Meals |
| f. Medical Records | n. Equipment |
| g. Scheduling | o. Other (specify): _____ |
| h. Team assignments | _____ |

11. Choose the employment setting on the left that best describes your situation, then indicate your job responsibility.

Primary Job Responsibility

Jr. college	Full time Athletic trainer
Community college	Part time Athletic Trainer
College/university	Curriculum Director
Outpatient clinic	Clinical Coordinator
Hospital	College/university faculty
Industrial	Full time clinic
Military	Part time clinic
Performing Arts	Clinic/high school
Secondary school	Full time hospital
Professional	Part time hospital
Other setting not mentioned	Clinic/college-university
	Secondary School teacher/AT
	Administrator
	Other: _____

Secondary Job Responsibility

Jr. college	Full time Athletic trainer
Community college	Part time Athletic Trainer
College/university	Curriculum Director
Outpatient clinic	Clinical Coordinator
Hospital	College/university faculty
Industrial	Full time clinic
Military	Part time clinic
Performing Arts	Clinic/high school
Secondary school	Full time hospital
Professional	Part time hospital
Other setting not mentioned	Clinic/college-university
	Secondary School teacher/AT
	Administrator
	Other: _____

12. If you did not answer the question above:

- a. I am retired
- b. I am working outside the profession of athletic training.
- c. Other: _____

13. How many athletic trainers are employed at your facility?

- a. Total: _____
- b. Females: _____
- c. Males: _____

14. How many athletes/clients are served in an average week?

- a. Total: _____
- b. Females: _____
- c. Males: _____

15. Present annual salary, before taxes.

- a. Less than \$10,000
- b. \$10,000—\$14,999
- a. \$15,000—\$19,999
- b. \$20,000—\$24,999
- c. \$25,000—\$29,999
- d. \$30,000—\$34,000
- e. \$35,000—\$39,999
- f. \$40,000—\$44,999
- g. \$45,000—\$49,999
- j. \$50,000—\$54,999
- k. \$55,000—\$59,999
- l. \$60,000—\$64,999
- m. \$65,000 or more

16. Do you receive the same salary as your male counterparts who work in your similar work environment (same title, same or similar responsibilities)

- a. Yes
- b. No
- c. Don't know

17. In comparison to males, would you say that female athletic trainers have more opportunities, fewer opportunities, or about equal opportunities to: (please check one column for each item in this set)

	More	Fewer	Equal
a. participate on NATA committees			
at the national level	_____	_____	_____
at the district level	_____	_____	_____
b. participate on AT committees			
at the state level	_____	_____	_____
c. pursue leadership roles in the NATA			
at the national level	_____	_____	_____

- | | | | | |
|----|---------------------------------------|-------|-------|-------|
| | at the district level | _____ | _____ | _____ |
| d. | pursue leadership roles in AT | | | |
| | at the state level | _____ | _____ | _____ |
| e. | receive awards and recognition in the | | | |
| | NATA at the national level | _____ | _____ | _____ |
| | NATA at the district level | _____ | _____ | _____ |
| f. | receive awards and recognition in | | | |
| | athletic training at the state level | _____ | _____ | _____ |

For the following items, please check one response for each item.

18. In the profession of athletic training, in comparison to men, women:
 - a. Lack the education necessary to be successful in leadership positions
 - b. Have a greater amount of the education necessary to be successful in leadership positions
 - c. Have the same education necessary to be successful in leadership positions

19. In the profession of athletic training, in comparison to men, women:
 - a. Experience greater conflict between professional and family responsibilities
 - b. Experience less conflict between professional and family responsibilities
 - d. Experience the same amount of conflict between
 - e. professional and family responsibilities

20. In the profession of athletic training, in comparison to men, women:
 - a. Have greater difficulty reentering the profession after leaving for Family rearing or similar obligations
 - b. Have less difficulty reentering the profession after leaving for family rearing or similar obligations
 - c. Have equal difficulty reentering the profession after leaving for family rearing or similar obligations

21. In the profession of athletic training, in comparison to men, women:
 - a. Have greater difficulty balancing career and family/personal responsibilities.
 - b. Have less difficulty balancing career and

- family/personal responsibilities.
- c. Have equal difficulty balancing career and family/personal responsibilities.

22. In the profession of athletic training, in comparison to men, women:

- a. Lack the necessary athletic training knowledge to be successful in the profession
- b. Have the necessary athletic training knowledge to be successful in the profession

23. In the profession of athletic training, in comparison to men, women:

- a. Lack the requisite athletic training skills to be successful in the profession
- b. Have the requisite athletic training skills to be successful in the profession

24. In the profession of athletic training, in comparison to men, women:

- a. Lack the management skills to be successful in the profession.
- b. Have the management skills to be successful in the profession.

25. In the profession of athletic training, in comparison to men, women:

- a. Lack the female mentors/role models to be successful in the profession.
- b. Have the female mentors/role models to be successful in the profession.

26. In the profession of athletic training, in comparison to men, women:

- a. Have fewer opportunities for professional advancement in the traditional setting (athletics).
- b. Have greater opportunities for professional advancement in the traditional setting (athletics).
- c. Have equal opportunities for professional advancement in the traditional setting (athletics).

27. In the profession of athletic training, in comparison to men, women:
- a. Have fewer opportunities for professional advancement in the non-traditional setting (clinical).
 - b. Have greater opportunities for professional advancement in the non-traditional setting (clinical).
 - c. Have equal opportunities for professional advancement in the non-traditional setting (clinical).
28. In the profession of athletic training, in comparison to men, women:
- a. Have less financial compensation
 - b. Have more financial compensation
 - c. Have equal financial compensation
29. In the profession of athletic training, in comparison to men, women:
- a. Have fewer employment benefits
 - b. Have more employment benefits
 - c. Have equal employment benefits
30. In hiring practices, preference is given to male candidates for head athletic trainer positions.
- a. Strongly agree
 - b. Agree
 - c. No opinion
 - d. Disagree
 - e. Strongly disagree
31. In hiring practices preference is given to male candidates for assistant athletic trainer positions.
- a. Strongly agree
 - b. Agree
 - c. No opinion
 - d. Disagree
 - e. Strongly disagree
32. In hiring practices preference is given to male candidates for clinical athletic trainer positions.
- a. Strongly agree
 - b. Agree
 - c. No opinion

- d. Disagree
- e. Strongly disagree

33. In hiring practices preference is given to male candidates for professional sports athletic trainer positions.

- a. Strongly agree
- b. Agree
- c. No opinion
- d. Disagree
- e. Strongly disagree

34. In the profession of athletic training, women are excluded from male networks.

- a. Strongly agree
- b. Agree
- c. No opinion
- d. Disagree
- e. Strongly disagree

35. In the profession of athletic training, men are excluded from female networks.

- a. Strongly agree
- b. Agree
- c. No opinion
- d. Disagree
- e. Strongly disagree

36. It is my perception that in the profession of athletic training:

- a. Women are choosing not to pursue leadership roles
- b. Women would like to pursue leadership roles, but those roles are not available to them
- c. Women perceive the pressure not to pursue leadership roles in the traditionally male setting

37. Have you ever been a victim of sexual harassment in the profession of athletic training?

- a. Yes
- b. No

38. If yes, by whom (title or position, not name or name of institution):

- a. Head coach
- b. Assistant coach
- c. Head athletic trainer
- d. Assistant athletic trainer
- e. Athletes
- f. Athletic director
- g. Physician
- h. Athletic training student

- i. Clients
j. Other: _____

39. Please indicate whether you have done the following activities by checking all columns that apply for each activity.

	Never	Past 0-4 yrs	Past 5-10 yrs	Over 10 yrs
a. served on a NATA committee at the:				
National level				
District level				
b. served on an athletic training committee at the state level				
c. held office or board membership in the NATA at the:				
National level				
District level				
d. Held office or board membership in athletic training organizations at the state level				

40. Please indicate whether you have done the following activities during your tenure as an athletic trainer by checking all columns that apply.

	Never	Past 0-4 yrs	Past 5-10 yrs	Over 10 yrs
a. Volunteered to serve on NATA committees at the:				
National level				
District level				
State level				
b. Been asked to serve on NATA committees at the:				
NATA level				
District level				
State level				

41. What concerns and/or obstacles do you feel confront your gender in the profession of athletic training? Check all that apply.

- a. Family/personal life issues
- b. Lack of opportunity
- c. Gender related issues
 - 1. sexual harassment
 - 2. gender stereotypes
- d. "Good Old Boy Network"
- e. "Good Old Girl Network"
- f. Lack of credibility/respect
- g. Salary
- h. Facility issues
- i. Affirmative Action/Quotas
- j. Burn-Out
- k. Other: _____
- l. None

Feel free to comment on any of the above: _____

42. What do you perceive to be the ways in which individuals are encouraged to become involved in professional organizations? Please rank these in order of importance, 1 being the most important.

- a. volunteer
- b. get to know leadership
- c. Self-motivation
- d. networking
- e. mentoring
- f. LISTSERV
- g. attend professional meetings
- h. other: _____

43. Please indicate whether you have participated in or attended the following Women in Athletic Training Committee's programs and your perception of their value to you as an athletic trainer.

	Very valuable	Somewhat valuable	Not valuable	No opinion	Did not participate
1997 Leadership Program					
1998 Mentoring Workshop					
1999 Tennis & Athletic Training					
2000 Entrepreneurship					

2001 Women's Issues in Athletics					
2002 Title IX & Affirmative Action					
2003 Ergonomics					
2004 Life Balancing Techniques					
2005 Leadership in Athletic Training					
2006 Effective Communication Tools for the Healthcare Professional					
E-Mentoring Program					
Other: _____					

44. What suggestions or recommendations would you like to make to the Women in Athletic Training Committee?

APPENDIX D
INTRODUCTION LETTER

Dear Certified Athletic Trainer,

The Women in Athletic Training Task Force of the National Athletic Trainers' Association disseminated a survey to female certified athletic trainers in 1996 and to male certified athletic trainers in 1997. The Women in Athletic Training Survey was designed to solicit concerns and perceptions of both male and female athletic trainers regarding women in the profession, and the results assisted the WATC and NATA in addressing concerns and developing goals. Much has changed in the last ten years, and the WATC is again interested in perceptions and opinions regarding this issue.

You have been randomly selected as one of the subjects for this survey. As a certified athletic trainer, your participation in this study is vital to its success. Please be assured that your responses will be kept in the strictest confidence, and neither you nor your responses will be identified. The results of this survey will be used for research purposes and published as part of my doctoral dissertation at the University of North Texas, but your identity will be protected. Group results will also be shared with the Women in Athletic Training Committee to assist in identifying future programs to address any concerns raised by the survey. Though not supported or endorsed by the NATA Board of Directors, this survey is being disseminated with the cooperation and endorsement of the Women in Athletic Training Committee. This research project has been reviewed and approved by the UNT Institutional Review Board. Please contact the UNT IRB at 940-565-3940 with any questions regarding your rights as a research subject.

Please respond to the items with your opinions, not what you believe others may perceive. If an item does not pertain to you, or you have no experience in that area, you may leave the item blank. Your participation and input in this important endeavor is very much appreciated, but is completely voluntary. If you would like to receive a copy of the results of The Women in Athletic Training Survey, please contact me directly at kidier@charter.net.

The survey should take you approximately fifteen to twenty minutes to complete. It is divided into three parts. The first asks for demographic information, followed by questions regarding your perceptions about various issues. The final section includes 2 open ended questions so that you may express your opinions about issues without boundaries.

Thank you for your cooperation. Please complete the survey by October 30th. Completion of this survey will represent informed consent to participate in this study. You may print a copy of this page for your records.

To complete the survey, go to the following web site:

Sincerely,

Kathy I. Dieringer ATC, LAT, OPA-C
Doctoral Candidate
University of North Texas
940-453-8980

APPENDIX E

INSTITUTIONAL REVIEW BOARD APPROVAL



Office of Research Services

Ms. Katharine Dieringer

August 29, 2006

Katherine Dieringer
Department of Teacher Education and Administration
University of North Texas

Institutional Review Board for the Protection of Human Subjects in Research (IRB)
RE: Human Subject Application #06-110

Dear Ms. Dieringer:

The UNT IRB has received your request to modify your study titled "Changes in Perceptions of Certified Athletic Trainers from 1996 to 2005 about Barriers for Women versus Men in Athletic Training." As required by federal law and regulations governing the use of human subjects in research projects, the UNT IRB has examined the request to change the study title to "Changes in Perceptions of Certified Athletic Trainers from 1996 to 2006 about Barriers for Women versus Men in Athletic Training", add information to the cover letter and to change the data collection document. The modifications to this study are hereby approved for the use of human subjects. **Approval for this project is March 30, 2006 through March 29, 2007.**

Enclosed is the consent document with stamped IRB approval. Please copy and **use this form only** for your study subjects.

It is your responsibility according to U.S. Department of Health and Human Services regulations to submit annual and terminal progress reports to the IRB for this project. Please mark your calendar accordingly. The IRB must also review this project prior to any other modifications made. **Federal policy 21 CFR 56.109(e) stipulates that IRB approval is for one year only.**

P.O. Box 305250 940.565.3940 TTY 940.569.8652 FTS
Denton, Texas 76203-5250 940.565.4277 FAX www.unt.edu

Please contact Shelia Bourns, Research Compliance Administrator, at (940) 565-3940, or Boyd Herndon, Director of Research Compliance, at (940) 565-3941, if you wish to make changes or need additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott L. M.", with a horizontal line extending from the end.

Scott Simpkins, Ph.D.
Chair
Institutional Review Board

SS/sb

APPENDIX F
STRATIFIED RANDOM SAMPLE

US Certified Regular Members with Email and Allow Surveys

District	Total	%age	Female	%age	Male	%age
01	793	6.7%	362	6.9%	431	6.6%
02	1802	15.3%	826	15.6%	976	15.1%
03	1320	11.2%	632	12.0%	688	10.6%
04	2645	22.5%	1262	23.9%	1383	21.3%
05	943	8.0%	389	7.4%	554	8.5%
06	596	5.1%	210	4.0%	386	6.0%
07	643	5.5%	288	5.5%	355	5.5%
08	916	7.8%	428	8.1%	488	7.5%
09	1589	13.5%	632	12.0%	957	14.8%
10	514	4.4%	249	4.7%	265	4.1%
Total	11761		5278		6483	

Selected for
Survey

District	Total	%age	Female	%age	Male	%age
01	331	6.6%	167	6.7%	164	6.6%
02	745	14.9%	386	15.4%	359	14.4%
03	551	11.0%	296	11.8%	255	10.2%
04	1141	22.8%	627	25.1%	514	20.6%
05	403	8.1%	175	7.0%	228	9.1%
06	241	4.8%	95	3.8%	146	5.8%
07	280	5.6%	129	5.2%	151	6.0%
08	399	8.0%	206	8.2%	193	7.7%
09	688	13.8%	297	11.9%	391	15.6%
10	221	4.4%	122	4.9%	99	4.0%
Total	5000		2500		2500	

APPENDIX G
TABLE OF SPECIFICATIONS

Constructs	Questions
Demographics	1-16
Work expectations	22-33; 37-38; 41-42
Life balancing issues	18-21
Leadership roles	17; 34-36; 39-42
Awards recognition	17
Race issues	3; 22-36
WATC's impact	43-44

APPENDIX H

2006 WOMEN IN ATHLETIC TRAINING SURVEY RESULTS

1. Gender			
		Response Percent	Response Total
Female		60.4%	493
Male		39.6%	323
Total Respondents			816
(skipped this question)			0

2. Years of NATA certification			
		Response Percent	Response Total
0-11 months		2.3%	19
1-5 years		25.4%	207
6-10 years		25%	204
11-15 years		18.6%	152
16-20 years		10.8%	88
more than 20 years		17.9%	146
Total Respondents			816
(skipped this question)			0

3. Race			
		Response Percent	Response Total
Caucasian		92%	751
African American		1.6%	13
Hispanic		2.5%	20
Asian		2.5%	20
American Indian		0.5%	4
Other (please specify)		1%	8
Total Respondents			816

(skipped this question)			0
4. Route to Certification			
		Response Percent	Response Total
Approved/accredited curriculum program		52.8%	429
Internship		47.2%	384
Total Respondents			813
(skipped this question)			3
5. Which best describes your highest level of education (check only one)?			
		Response Percent	Response Total
BA/BS		26.1%	213
MA/MS		62.3%	508
PhD/EdD		4.8%	39
Other (please specify)		6.9%	56
Total Respondents			816
(skipped this question)			0
6. Marital Status			
		Response Percent	Response Total
Married/Significant Other		62.9%	513
Widowed		0%	0
Divorced		3.3%	27
Single		33.8%	276
Total Respondents			816
(skipped this question)			0

7. Family status (check all that apply)			
		Response Percent	Response Total
no children		54.4%	444
1-3 children		42.4%	346
4 or more children		2.7%	22
Other dependents (parents, siblings, etc.)		0.5%	4
Total Respondents			816
(skipped this question)			0

8. I have the following credentials in addition to athletic training (check all that apply):

		Response Percent	Response Total
Licensed physical therapist		17.1%	58
Licensed occupational therapist		0%	0
Licensed PT or OT assistant		2.7%	9
Physician's assistant		1.5%	5
Physician		0.6%	2
Chiropractor		0.3%	1
Registered Nurse		1.2%	4
CSCS		28.3%	96
Other (please specify)		60.8%	206
Total Respondents			339
(skipped this question)			477

9. Please indicate your primary job responsibility. Check only one answer.

		Response Percent	Response Total
Head athletic trainer (men's and women's)		37.1%	302
Head athletic trainer (men's only)		1.7%	14
Head athletic trainer (women's only)		1.8%	15
Assistant athletic trainer (men's and women's)		15.7%	128
Assistant athletic trainer (men's only)		1.6%	13
Assistant athletic trainer (women's only)		1.5%	12
Graduate assistant athletic trainer (men's and women's)		0.4%	3
Graduate assistant athletic trainer (men's only)		0%	0
Graduate assistant athletic trainer (women's only)		0.4%	3
Intramural/Recreational Sports athletic trainer (men's and women's)		0.1%	1
Intramural/Recreational Sports athletic trainer (men's only)		0%	0
Intramural/Recreational Sports athletic trainer (women's only)		0%	0
Professional educator		9.1%	74
Administration		2.5%	20
Owner		1.1%	9
No longer in athletic training profession		2.6%	21
Other (please specify)		24.5%	200
Total Respondents			815
(skipped this question)			1

10. Describe your specific job responsibilities (check all that apply):			
		Response Percent	Response Total
budget management		52.3%	420
inventory maintenance		65.9%	529
physical exams		52.3%	420
drug screening		15.2%	122
supervision of students		62.8%	504
medical records		69.2%	556
scheduling		46.3%	372
team assignments		37.2%	299
insurance management		30%	241
injury reporting system		59.5%	478
team travel arrangements		10.8%	87
equipment maintenance		21.9%	176
personnel management		29.4%	236
Other (please specify)		27%	217
Total Respondents			803
(skipped this question)			13

11. Under the employment setting that best describes your situation, choose your job responsibilities.

Primary Job Responsibility															
	Full-time AT	PT AT	Curr Dir	Clin Coor	Coll univ. fac	FT clin	Part time clin	Clin HS	Full time hosp	Part time hosp	Clin coll univ	Sec tea AT	Admi n	Oth er	Resp Tot
Jr. College	62% (10)	25% (4)	6% (1)	0% (0)	6% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	16
Community College	73% (11)	13% (2)	7% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	7% (1)	0% (0)	0% (0)	15
College University	67% (201)	5% (14)	6% (19)	4% (13)	12% (36)	0% (1)	0% (0)	0% (0)	0% (1)	0% (0)	1% (4)	0% (0)	2% (5)	2% (6)	300
Outpatient Clinic	25% (28)	6% (7)	0% (0)	1% (1)	0% (0)	23% (25)	6% (7)	23% (26)	0% (0)	0% (0)	0% (0)	0% (0)	9% (10)	6% (7)	111
Hospital	12% (7)	7% (4)	0% (0)	3% (2)	0% (0)	8% (5)	2% (1)	22% (13)	15% (9)	5% (3)	0% (0)	2% (1)	17% (10)	7% (4)	59
Industrial	33% (4)	0% (0)	0% (0)	8% (1)	8% (1)	17% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	8% (1)	25% (3)	12
Military	100% (3)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	3
Performing Arts	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
Secondary School	54% (125)	11% (25)	0% (1)	1% (2)	0% (1)	0% (0)	0% (0)	7% (17)	0% (1)	0% (1)	0% (0)	20% (47)	2% (4)	3% (7)	231
Professional Setting	34% (10)	7% (2)	3% (1)	0% (0)	3% (1)	17% (5)	7% (2)	7% (2)	3% (1)	0% (0)	0% (0)	0% (0)	10% (3)	7% (2)	29
Other setting	11% (5)	9% (4)	0% (0)	2% (1)	0% (0)	9% (4)	7% (3)	2% (1)	2% (1)	0% (0)	0% (0)	0% (0)	11% (5)	48% (22)	46

Secondary Job Responsibility															
	Fulltime AT	PT AT	Cur Dir	Clin Coord	Col unific	FT cli	Part time clin	Clin HS	FT hos	PT hos	Clin coll univ	Sec teach AT	Admin	Other	Resp Tot
Jr. College	0% (0)	20% (2)	20% (2)	0% (0)	30% (3)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	30% (3)	10
Community College	0% (0)	18% (2)	0% (0)	0% (0)	27% (3)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	9% (1)	45% (5)	11
College University	5% (9)	5% (9)	4% (6)	8% (13)	36% (61)	1% (1)	1% (2)	1% (1)	0% (0)	0% (0)	3% (5)	1% (1)	20% (35)	16% (28)	171
Outpatient Clinic	6% (3)	14% (7)	2% (1)	8% (4)	0% (0)	6% (3)	22% (11)	12% (6)	0% (0)	0% (0)	2% (1)	0% (0)	14% (7)	12% (6)	49
Hospital	8% (2)	15% (4)	0% (0)	4% (1)	0% (0)	0% (0)	12% (3)	23% (6)	4% (1)	4% (1)	8% (2)	0% (0)	8% (2)	15% (4)	26
Industrial	17% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	17% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	33% (2)	33% (2)	6
Military	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	2
Performing Arts	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
Secondary School	15% (15)	20% (20)	2% (2)	1% (1)	0% (0)	0% (0)	4% (4)	8% (8)	0% (0)	2% (2)	1% (1)	20% (20)	6% (6)	19% (19)	98
Professional Setting	0% (0)	25% (3)	0% (0)	0% (0)	0% (0)	8% (1)	17% (2)	8% (1)	0% (0)	0% (0)	0% (0)	0% (0)	25% (3)	17% (2)	12
Other setting not mentioned	0% (0)	11% (2)	5% (1)	11% (2)	0% (0)	0% (0)	0% (0)	5% (1)	0% (0)	0% (0)	0% (0)	5% (1)	16% (3)	47% (9)	19
Other Job Responsibility															

	FT AT	PT AT	Cur Dir	Clin Coor	C/U fac	FT Cli	PT Cli	CLI HS	FT Hos	PT Hos	CI C/Un	Sec AT	Ad m	Oth	Resp Total
Jr. College	0% (0)	0% (0)	0% (0)	33% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	33% (1)	33% (1)	0% (0)	3
Community College	0% (0)	0% (0)	0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	25% (1)	50% (2)	4
College/ University	2% (1)	11% (6)	2% (1)	9% (5)	11% (6)	0% (0)	2% (1)	0% (0)	0% (0)	4% (2)	2% (1)	0% (0)	7% (4)	51% (28)	55
Outpatient Clinic	6% (1)	18% (3)	0% (0)	6% (1)	6% (1)	0% (0)	6% (1)	6% (1)	0% (0)	6% (1)	6% (1)	0% (0)	12% (2)	29% (5)	17
Hospital	0% (0)	0% (0)	20% (1)	0% (0)	0% (0)	0% (0)	20% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	20% (1)	40% (2)	5
Industrial	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	25% (1)	50% (2)	4
Military	0% (0)	50% (1)	0% (0)	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	2
Performing Arts	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
Secondary School	4% (1)	4% (1)	0% (0)	4% (1)	0% (0)	0% (0)	8% (2)	0% (0)	0% (0)	4% (1)	0% (0)	4% (1)	23% (6)	50% (13)	26
Professional Setting	0% (0)	0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	75% (3)	4
Other setting not mentioned	0% (0)	17% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	8% (1)	75% (9)	12
Total Respondents															782
(skipped this question)															34

12. If you did not answer the question above:			
		Response Percent	Response Total
I am retired		1%	1
I am working outside the profession of athletic training.		44.8%	43
Other (please specify)		54.2%	52
Total Respondents			96
(skipped this question)			720

13. How many athletic trainers are employed at your facility?			
		Response Percent	Response Total
Males		96.5%	775
Females		96.6%	776
Total Respondents			803
(skipped this question)			13

14. How many athletes/clients/patients are served in your facility in an average week?			
		Response Percent	Response Total
Males		99.2%	764
Females		98.6%	759
Total Respondents			770
(skipped this question)			46

15. Present annual salary, before taxes.

		Response Percent	Response Total
Less than \$10,000		3.6%	29
\$10,000-\$14,999		1.5%	12
\$15,000—\$19,999		1.6%	13
\$20,000—\$24,999		1.5%	12
\$25,000—\$29,999		4.8%	39
\$30,000—\$34,000		15.3%	124
\$35,000—\$39,999		15%	121
\$40,000—\$44,999		13.7%	111
\$45,000—\$49,999		10%	81
\$50,000—\$54,999		10.9%	88
\$55,000—\$59,999		5.7%	46
\$60,000—\$64,999		4.3%	35
\$65,000 or more		12%	97
Total Respondents			808
(skipped this question)			8

16. Do you receive the same salary as your opposite sex counterparts who work in your similar work environment (same title, same or similar responsibilities)

		Response Percent	Response Total
Yes		38.7%	313
No		11%	89
Don't know		50.2%	406
Total Respondents			808
(skipped this question)			8

17. In comparison to male athletic trainers, would you say that female athletic trainers have more opportunities, fewer opportunities, or about equal opportunities to: (please check one response for each item)

	More Oppor.	Fewer oppor.	equal oppor	Response Average
Participate on NATA committees at the national level	2% (20)	13% (109)	84% (686)	2.82
Participate on NATA committee at the district level	3% (23)	8% (68)	89% (724)	2.86
Participate on athletic training committees at the state level	2% (18)	9% (70)	89% (727)	2.87
Pursue leadership roles in the NATA at the national level	2% (14)	23% (191)	75% (610)	2.73
Pursue leadership roles in the NATA at the district level	2% (15)	15% (125)	83% (675)	2.81
Pursue leadership roles in athletic training at the state level	2% (17)	12% (96)	86% (702)	2.84
Receive awards and recognition in the NATA at the national level	2% (16)	27% (217)	71% (582)	2.69
Receive awards and recognition in the NATA at the district level	2% (14)	20% (162)	78% (639)	2.77
Receive awards and recognition in athletic training at the state level	1% (12)	17% (142)	81% (661)	2.80
Total Respondents				815
(skipped this question)				1

18. In comparison to male athletic trainers, female athletic trainers:			
		Response Percent	Response Total
Lack the education necessary to be successful in leadership positions		0.5%	4
Have a greater amount of the education necessary to be successful in leadership positions		7%	57
Have the same education necessary to be successful in leadership positions		92.5%	754
Total Respondents			815
(skipped this question)			1
19. In comparison to male athletic trainers, female athletic trainers:			
		Response Percent	Response Total
Experience greater conflict between professional and family responsibilities		80.1%	653
Experience less conflict between professional and family responsibilities		1%	8
Experience the same amount of conflict between professional and family responsibilities		18.9%	154
Total Respondents			815
(skipped this question)			1

20. In comparison to male athletic trainers, female athletic trainers:			
		Response Percent	Response Total
Have greater difficulty reentering the profession after leaving for family rearing or similar obligations		67.9%	553
Have less difficulty reentering the profession after leaving for family rearing or similar obligations		3.4%	28
Have equal difficulty reentering the profession after leaving for family rearing or similar obligations		28.7%	234
Total Respondents			815
(skipped this question)			1
21. In comparison to male athletic trainers, female athletic trainers:			
		Response Percent	Response Total
Have greater difficulty balancing career and family/personal responsibilities		65.8%	536
Have less difficulty balancing career and family/personal responsibilities		2.7%	22
Have equal difficulty balancing career and family/personal responsibilities		31.5%	257
Total Respondents			815
(skipped this question)			1

22. In comparison to male athletic trainers, female athletic trainers:			
		Response Percent	Response Total
Lack the necessary athletic training knowledge to be successful in the profession		0.2%	2
Have the necessary athletic training knowledge to be successful in the profession		99.8%	813
Total Respondents			815
(skipped this question)			1
23. In comparison to male athletic trainers, female athletic trainers:			
		Response Percent	Response Total
Lack the requisite athletic training skills to be successful in the profession		0.5%	4
Have the requisite athletic training skills to be successful in the profession		99.5%	811
Total Respondents			815
(skipped this question)			1
24. In comparison to male athletic trainers, female athletic trainers:			
		Response Percent	Response Total
Lack the management skills to be successful in the profession		2.5%	20
Have the management skills to be successful in the profession		97.5%	795
Total Respondents			815
(skipped this question)			1

25. In comparison to male athletic trainers, female athletic trainers:			
		Response Percent	Response Total
Lack the female mentors/role models to be successful in the profession		36.2%	295
Have the female mentors/role models to be successful in the profession		63.8%	520
Total Respondents			815
(skipped this question)			1
26. In comparison to male athletic trainers, female athletic trainers:			
		Response Percent	Response Total
Have fewer opportunities for professional advancement in the traditional setting		47.6%	388
Have greater opportunities for professional advancement in the traditional setting		4.7%	38
Have equal opportunities for professional advancement in the traditional setting		47.7%	389
Total Respondents			815
(skipped this question)			1
27. In comparison to male athletic trainers, female athletic trainers:			
		Response Percent	Response Total
Have fewer opportunities for professional advancement in the non-traditional setting		27.4%	223
Have greater opportunities for professional advancement in the non-traditional setting		8%	65
Have equal opportunities for professional advancement in the non-traditional setting		64.6%	526
Total Respondents			814
(skipped this question)			2
28. In comparison to male athletic trainers, female athletic trainers:			
		Response Percent	Response Total

Have less financial compensation		37.7%	307
Have more financial compensation		0.7%	6
Have equal compensation		61.5%	501
Total Respondents			814
(skipped this question)			2
29. In comparison to male athletic trainers, female athletic trainers:			
		Response Percent	Response Total
Have fewer employment benefits		9.7%	79
Have more employment benefits		3.4%	28
Have equal employment benefits		86.9%	707
Total Respondents			814
(skipped this question)			2

30. In hiring practices, preference is given to male candidates for head athletic trainer positions.

		Response Percent	Response Total
Strongly Agree		13%	106
Agree		46.1%	375
Disagree		22.6%	184
Strongly Disagree		5.8%	47
No opinion		12.5%	102
Total Respondents			814
(skipped this question)			2

31. In hiring practices, preference is given to male candidates for assistant athletic trainer positions.

		Response Percent	Response Total
Strongly Agree		1.7%	14
Agree		9.6%	78
Disagree		59.2%	482
Strongly Disagree		12%	98
No opinion		17.4%	142
Total Respondents			814
(skipped this question)			2

32. In hiring practices, preference is given to male candidates for clinical athletic trainer positions.

		Response Percent	Response Total
Strongly Agree		1.1%	9
Agree		9%	73
Disagree		52.9%	431
Strongly Disagree		11.4%	93
No opinion		25.6%	208
Total Respondents			814
(skipped this question)			2

33. In hiring practices, preference is given to male candidates for professional sports athletic training positions.

		Response Percent	Response Total
Strongly Agree		52%	422
Agree		36.3%	295
Disagree		4.3%	35
Strongly Disagree		1.2%	10
No opinion		6.2%	50
Total Respondents			812
(skipped this question)			4

34. In the profession of athletic training, women are excluded from male networks.

		Response Percent	Response Total
Strongly Agree		6.6%	54
Agree		37.3%	304
Disagree		30.2%	246
Strongly Disagree		6.4%	52
No opinion		19.4%	158
Total Respondents			814
(skipped this question)			2

35. In the profession of athletic training, men are excluded from female networks.

		Response Percent	Response Total
Strongly Agree		3.7%	30
Agree		30.7%	250
Disagree		37.5%	305
Strongly Disagree		4.5%	37
No opinion		23.6%	192
Total Respondents			814
(skipped this question)			2

36. It is my perception that in the profession of athletic training.			
		Response Percent	Response Total
Women are choosing not to pursue leadership roles.		40.5%	330
Women would like to pursue leadership roles, but those roles are not available to them.		24.4%	199
Women perceive the pressure not to pursue leadership roles in the traditionally male setting.		35%	285
Total Respondents			814
(skipped this question)			2

37. Have you ever been the victim of sexual harassment while working in the profession of athletic training?			
		Response Percent	Response Total
Yes		25.1%	204
No		74.9%	610
Total Respondents			814
(skipped this question)			2

38. If you answered yes to the previous question, by whom? (title or position, not name or name of institution)

		Response Percent	Response Total
Head coach		36.5%	77
Assistant coach		36.5%	77
Head athletic trainer		14.7%	31
Assistant athletic trainer		10%	21
Athletes		50.7%	107
Athletic director		15.6%	33
Physician		6.2%	13
Athletic Training student		5.2%	11
Client/patient		12.8%	27
Other (please specify)		15.6%	33
Total Respondents			211
(skipped this question)			605

39. Please indicate whether you have done the following activities by checking all columns that apply for each activity.

	Never	Past 0-4 years	Past 5-10 years	Over 10 years	Respondent Total
Served on NATA Committee at the national level	90% (731)	6% (48)	3% (23)	2% (14)	814
Served on NATA Committee at the district level	88% (714)	6% (51)	4% (35)	3% (21)	814
Served on athletic training Committee at the state level	73% (591)	17% (139)	7% (60)	6% (47)	814
Held office or board membership in the NATA at the national level	98% (796)	1% (7)	0% (4)	1% (7)	814
Held office or board membership in the NATA at the district level	96% (780)	2% (18)	1% (10)	1% (9)	814
Held office or board membership in athletic training organizations at the state level	85% (694)	9% (70)	4% (34)	3% (27)	814
Total Respondents					814
(skipped this question)					2

40. Please indicate whether you have done the following activities during your tenure as an athletic trainer by checking all columns that apply.

	Never	Past 0-4 years	Past 5-10 years	Over 10 years	Respondent Total
Volunteered to serve on an NATA committee on the NATA level.	84% (680)	11% (92)	4% (32)	2% (19)	814
Volunteered to serve on an NATA committee on the district level.	83% (673)	10% (81)	5% (39)	4% (31)	814
Volunteered to serve on an athletic training committee on the state level.	67% (546)	20% (162)	9% (77)	7% (53)	814
Been asked to serve on an NATA committee on the NATA level.	89% (722)	7% (56)	3% (23)	2% (17)	814
Been asked to serve on an NATA committee on the district level.	86% (699)	9% (71)	4% (31)	2% (19)	814
Been asked to serve on an athletic training committee on the state level.	70% (569)	20% (162)	8% (63)	5% (41)	814
Total Respondents					814
(skipped this question)					2

41. What concerns and/or obstacles do you feel confront your gender in the profession of athletic training? Check all that apply.

		Response Percent	Response Total
Family/personal life issues		84.3%	673
Lack of opportunity		22.1%	176
Sexual harassment		11.5%	92
Gender stereotypes		36.1%	288
"Good Old Boy Network"		46.7%	373
"Good Old Girl Network"		3.6%	29
Lack of credibility/respect		31.6%	252
Salary		52.8%	421
Facility issues		25.1%	200
Affirmative Action/Quotas		9.1%	73
Burn Out		71.9%	574
None		2.5%	20
Other (please specify)		6.1%	49
Total Respondents			798
(skipped this question)			18

42. What do you perceive to be the ways in which individuals are encouraged to become involved in professional organizations. Please rank these in order of importance, 1 being the most important. Please use each rank only once.

	1	2	3	4	5	6	7	Respondent Total
Volunteering	26% (205)	17% (137)	16% (130)	15% (122)	13% (100)	9% (69)	4% (35)	797
Getting to know leadership	14% (110)	19% (152)	16% (125)	17% (139)	16% (130)	13% (100)	6% (44)	798
Self-motivation	36% (291)	18% (142)	14% (115)	12% (98)	9% (70)	8% (61)	3% (25)	798
Networking	23% (186)	25% (197)	19% (152)	17% (138)	8% (67)	6% (45)	2% (14)	798
Mentoring	12% (97)	18% (142)	17% (139)	13% (104)	17% (139)	16% (130)	6% (50)	798
LISTSERV	4% (33)	4% (33)	7% (56)	10% (80)	5% (43)	16% (125)	53% (425)	795
Attending professional meetings	21% (164)	17% (137)	12% (96)	13% (106)	13% (106)	17% (134)	8% (61)	798
Total Respondents								798
(skipped this question)								18

43. Please indicate whether you have participated in or attended the following Women in Athletic Training Committee's programs, and your perception of their value to you as an athletic trainer.

	Very valuable	Somewhat valuable	Not valuable	No opinion	Did not part	Resp Total
1997 Leadership Program	4% (31)	2% (14)	0% (1)	3% (25)	92% (738)	798
1998 Mentoring Workshop	4% (31)	2% (17)	0% (3)	3% (25)	92% (734)	798
1999 Tennis and Athletic Training	1% (11)	1% (10)	1% (10)	4% (30)	94% (748)	798
2000 Entrepreneurship	2% (14)	2% (17)	0% (3)	3% (27)	94% (748)	798
2001 Women's Issues in Athletics	4% (34)	7% (52)	1% (5)	3% (27)	86% (690)	798
2002 Title IX and Affirmative Action	5% (37)	4% (33)	0% (2)	4% (29)	89% (707)	798
2003 Ergonomics	2% (12)	3% (24)	1% (5)	4% (29)	92% (737)	798
2004 Life Balancing Techniques	6% (45)	5% (43)	1% (10)	3% (22)	86% (690)	798
2005 Leadership in Athletic Training	5% (39)	5% (37)	1% (7)	3% (23)	88% (704)	798
2006 Effective Communication Tools for the Healthcare Profession	4% (34)	4% (30)	0% (2)	3% (24)	90% (719)	798
E-Mentoring Program	2% (12)	4% (28)	1% (9)	4% (34)	91% (726)	798
Total Respondents						798
(skipped this question)						18

44. What suggestions or recommendations would you like to make to the Women in Athletic Training Committee?

Total Respondents	174
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(skipped this question)

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APPENDIX I
VERBATIM RESPONSES TO ITEM 44

What suggestion or recommendations would you like to make to the Women in Athletic Training Committee?

Create more news about women that are pushing the issue in a male dominated setting to give others the encouragement to pursue positions that have traditionally been held by males.

Have not thought about it. Too many issues about staying afloat myself while trying to enter the profession.

I feel equality has been reached and no longer see a need to separate by gender. It might be time to combine with the ethnic diversity committee and form one committee called "Diversity" to cover various genders and ethnicities.

Continue the mentoring program.

Where is the Men in Athletic Training Committee? The most discriminated group in the profession, when trying to find a job, is the white male.

The requirement for CEUs is too great when working, and raising a family.

Be careful not to alienate men, or make an isolated case a huge issue (don't make a mountain out of a molehill). There are larger issues that affect athletic trainers as a whole, regardless of gender. We need to address these as a united group and not nit pick out women's issues that nationally already have lots of attention and are being addressed in their own right. Issues pertaining to all athletic trainers, and are more important include: the lack of respect by the general population and athletic departments for the athletic training profession (or plain ignorance of the profession) resulting in lower pay, more work hours, unnecessary add ons to job descriptions (equipment manager, etc), and laws restricting our ability to practice or recognizing our credentials, etc. Also our own mistakes as a profession (again, regardless of gender) such as alienating other health care professionals (i.e. PTs) and not doing more to reach out and form collaborative efforts with these professionals. These issues should be the focus of each committee - how can our committee with our different representational aspect of the NATA help promote our profession

None at this time, thank you for your work!

Quit making an issue about gender and do the job. It's tough for all of us particularly when it comes to being recognized by others in the healthcare profession as competent and capable. We need to focus more on legislation to help move the profession of AT forward for men and women. If we lose our value as clinicians there will be a lot of lost job opportunities.

Make them more known

I am sure I am not aware of many of the obstacles that women face in the athletic training profession but in my school district women have an equal opportunity to become involved and work in the athletic training field. My suggestion would be to continue to educate all athletic trainers to the role that women play in athletic training and to recognize women that serve on committees and other any other achievements by women.

Some of the best athletic trainers I know are women!

We all would like to do everything. But working 80 hours, keeping our house, raising our children, volunteering at church...not much is left.

Reach out more to the younger women who are just beginning careers. Especially those who have not yet started a family and could use a mentor/advice on how to progress their career and start a family in the future.

The more women that can be involved in the day to day volunteer aspects of the profession the less the need to separate and promote one gender over the other or see this as a problem.

I find one of the largest problems we face today is when good female athletic trainers decide they want more than just the job, and completely change professions to accomplish this goal. It is very difficult to keep them once they decide to start a family due to few options and we are losing these special women everyday.

I would like to be more involved in the women in athletic training committee, if there are ever any openings

athletic training is not a great profession for mothers... at least ones who want to be active in raising their children. and yes, I know there are a few exceptions.

Make people understand that a professional allied health provider is exactly that, male or female. Being around athletes which would normally be looked upon as inappropriate from an outsider is a normal part of athletic training whether you working with women or men. It's a job and nothing more. Gender stereotypes must be forgotten for women to be able to cross that barrier into professional level sports. Hiring a male ATC, simply because of his gender, who is less educated and inexperienced should not be chosen over a hard working, more experienced woman in the field, simply because of their gender. We are caregivers, and the caregiver, male or female, who brings the most to the table should be given the same opportunities. That is what athletes deserve. That is the bottomline, and I hope that's why most of us do what we do.

Explore more ways to enable women in our profession to be able to hold traditional-setting jobs and have a family, particularly when married to another ATC! Job sharing, part time work, etc-any creative ideas for letting us stay involved in the profession!

I personally feel my family will always come before my career. So I really was interested in the life balancing. Anything like that would be great to see.

Push the field as opposed to what sex a candidate is.

I don't know that there is truly an issue. I desire there not be. I do, recommend however, that each person pursuing a position be qualified to perform that position with education, applicable experience (running a household in my opinion IS experience), as well as physical endurance. (e.g. A petite lady with insufficient muscle mass will not be viewed as capable of performing thorough knee evaluation of a 360 lb lineman. I don't imply this physique is incapable, just will be viewed as improbable.)

Not involved currently to have a recommendation

No idea. Just like most of these questions, I have no idea.

I don't have a recommendation per say but rather a statement. I have issues being a mother and an athletic trainer it is very difficult to attend meetings and extra educational seminars due to constraints with family. There just isn't a "family friendly" atmosphere in the meetings. I feel that although there is every opportunity to advance and we are equal in value to our male counterparts, being a mom takes precedence to me. I take my hat off to the women in our profession who are making a difference and I thank you!

Educate employers to the possibility of part time work or job sharing for women with families who are excellent athletic trainers but cannot keep the hours and raise a family. I do not think there is a gender salary gap but a basic salary disparity for athletic trainers in general. There are many other opportunities for women in other fields that provide better pay with more flexible hours.

Some of these things, such as e-mentoring, I was not aware of, and I would say that it may be that way with others in my age range. I kind of feel like its the same people (or at least people from the same schools) who are doing alot of the leadership and volunteering for committees, etc., and I am thankful for the work they do. I have never quite figured out how to get involved with any of it though, and I wish there were some way that you could meet them, see what they do, etc. I work way too many hours to hold any type of volunteer or leadership position, but I am still interested in learning more about it, and maybe someday participating when I do have time. The other thing is maybe having a type of

scholarship for special programming. I know I don't sign up for extra seminars at meetings, b/c my job has a limited budget and I often end up paying for at least half of my Convention costs. I don't get paid a whole lot so I just cut out the special programs, etc. and unfortunately that's where all the leaders are and speaking.

Don't know much about it. Maybe send out some pamphlets or information to female NATA members.

The profession needs more mentoring programs for both male and female athletic trainers. The younger generation sometimes feel they are not welcomed or encouraged to get involved within the profession. We need those that have served and are currently serving in leadership roles to mentor, teach, and facilitate the development of the next generation. I would like to see avenues for gaining experience and insight from those at the forefront of governmental affairs, public relations, marketing, and general leadership development.

I am sorry to say that I did not participate in any of the Women in Athletic Training events because I was not aware of them. I would be very interested in participating, but I think the promotion of this committee and its events are lacking. I also think that this committee needs to take a grass roots approach in getting people involved so it is not the "same old people" always doing the "same old thing". Maybe call some potential people on the phone or send out an email on the list serve looking for volunteers to serve on committees and leadership roles?

I would like to see workshops geared towards women in athletic Training in the New England area

I feel there are important issues but think the committee needs to get more involved at the district or state level - too hard to get everything accomplished on a national level. A list serve is a good way to reach more people. Similar issues for females are affecting males as well so they shouldn't be excluded.

In my experiences as an active athletic trainer for over 30 years I do not believe that at the beginning there were as many opportunities for women in the field of athletic training that were the same as those in society. I have not been active at the national level but have been active at the state and district level and as the number of female athletic trainers in the profession have increased I believe that the opportunities have increased. I have had the opportunity to work with some outstanding female athletic trainers in leadership roles on both the state and district level and have seen an increasing number of females become involved at the national level as they have become involved in the profession. The "good old boy" network at the national level has worked its way out and hopefully has become the "Good old athletic trainers network" that has mentored the younger

athletic trainers that are looking to the veterans for guidance as they take over the leadership of the organization.

Life balancing issues are not uterus specific - if this is a "Women in Athletic Training" committee - address women's issues (don't pigeonhole me as the life balancer because of my uterus!) Lets address the issues...1) lack of professionalism in our females ranks - such as slutting around and other improper relations; 2) knowledge of male and female urogenital issues/examinations; and 3) sunset review the committee - why do we have this committee? why do we need this committee?

Creating a balance between family and work. Children can see you work and stay active.

Woman need to be compensated more (as do all ATCs) otherwise it will always be a start up profession with ATs leaving the profession when they need more money or want a real life. National commities need to support ATs at the working class level so that they are a respected health care profession, and that they can be paid a salary that is comparable to their experience, knowlede and education.

Nothing I really don't know a lot about them

I do not feel that people purposly discriminate against women. Change is slow and requires education and we women have to fight that fight and educate people that we are capable, deserving, and willing. Some women are willing, others are not willing to sacrifice family time for the profession, and that is something that men have been doing for years. Just listen at an NATA HOF banquet. Men gave up time with their families to get ahead in their careers and I do not feel some women are willing to do that and that is why these women are not afforded the same opportunities as men.

Many questions are belittling to female athletic trainers (I am a male), especially to those females who have batteld to get into leadershio roles.

Send publications/ workshop notices to members' homes.

Lift all your concerns up to almighty God and pray that his will be done in your personal/professional lives and that you will know what that is and walk it out:-) God Bless You All and happy holidays, much love and peace

Try to have meetings at more opportune times. I attended a breakfast last year at SEATA but was somewhat late and felt awkward. I am sure more women would attend meeting if they were at other times. I understand that there is only so much time and space so, logistics are just a factor and you can't accomodate everyone's schedule. I often find myself having to choose between one of your

meetings or another meeting and unfortunately, continue to choose other meetings.

Increase awareness on the Women in Athletic Training Committee Programs

Didn't know about it

My position is as a full time educator and my involvement in athletic training is solely as a volunteer to our sportsmedicine dept.. For that reason I don't work with athletes, other ATC's, or student ATC's on a daily/regular basis. My answers to some of the above questions are based on my limited, and infrequent involvement with the AT profession.

I usually have a meetings that I have to be at for state officers or committees that conflict with the Women in Athletic Training times. That is why I have not participated in the past with this committee.

I do not have any. I have learned this much, Men and women are different. Women with children have a hard time being the mother they want to be and putting in the hours that our profession requires. Men do not seem to have that same battle. I always thought I would be very involved in the NATA and continue on to earn my PhD, but once my son was born, those things were no longer a priority. Life is about balance and it seems like there is not enough time as it is.

I think there should be meetings at the state level to discuss ideas, plans, etc...I never hear anything from the WATC until convention. It should not be just an annual national item.

I have not been involved in Athletic Training except for being a BOC examiner and keeping up my CEU's because I have two children. It was my choice to stop working for this time. I hope to resume a role soon, but in a limited setting. I was lucky to work in a college setting where we were able to treat both women and men athletes. They were very respectful of us, since our head trainer was a woman. I think that if you have an administration that supports your program everyone can work together. Unfortunately, that does not always happen.

In general, I feel the Women in Athletic Training Committee has done a good job of helping to unify an often forgotten but very important group in the athletic training community. I have seen how this committee has helped any number of current athletic trainers, as well as set up future athletic trainers for success. I feel the WAT Committee needs to do a better job of reaching out to the men in athletic training. It is understandable, given the history of the "good old boys club" and the experiences of sexual harassment that many women would feel adversarial toward their male counterparts. However, in this day and age I feel the WAT would better serve their founding principles by reaching out to the

athletic training community as a whole rather than becoming an us versus them type group.

Let the women ATCs know how to get involved with the committee. Seems like all of the committee positions are always filled and no chance for anyone to get involved - or the info is not out there how to.

More opportunities for involvement. The reason I have not yet been able to participate is because I have not yet had the chance, not because I do not want to.

We need to market ourselves better and what we can bring to a professional team/other setting. I strongly believe that ATs in general need to become more proficient in computer technology. For example, becoming skilled in using computer video analysis such as Dartfish. Women in general have certain tendencies that make them better at some things than guys--tasks that require attention to detail and situations that require multi-tasking. So, we need to market those aspects. If we truly want to break into professional sports we need to commit to formulating intellectual arguments against the "obstacles" we face. For example, you can't work with football because of your size or you have never played the sport. Then point out that many small school DI teams have running backs that are only 5'6". Nevermind the fact that everyone as an AT has had to figure out the proper way to use their body when working on athletes that are bigger and/or taller than them on a regular basis. Therefore by the time an AT gets to the point in their career to apply for a pro team job that is a non-issue. Also many coaches were never successful athletes themselves or the sports that they coach. We don't have to be experts in the sport we work with because we have the biomechanical analysis skills to evaluate sport performance and break it down to its most basic level to determine an athlete's strengths and weaknesses and predisposition to injury.

Promote the woman ATC more publicly to the general population

Call me blind, ignorant, or non-informed but I have not met any female athletic trainers who have experienced any difficulties in seeking advancement on a professional level.

Show the younger women how to get involved

My one comment would be less of a suggestion and more of a realization. Many of the opportunities in the AT profession are gender specific and done in an attempt to not only protect the ATC but also the athlete/staff from litigation. For example, I, as a male, would not pursue a position at a all girls school, women's pro sport or otherwise serving women athletes only. This is not because of any lack of respect, but solely to eliminate the possibility of the accusation of any inpropriety. I think I would immediately be questioned as to my motive for

applying for such a position, more so than would a woman for applying to a position serving male athletes. Does that mean there are less opportunities for me? No, just less of a demand for male ATC's to work in female sports. There are more opportunities for males because there are more male athletic teams. So, implying that this is discriminatory is less than realistic. It is more a case of Supply vs. Demand. That does not mean women ATC's are less qualified than males or women cannot provide care to male athletes as well as a male ATC. What it means is, there is more of a demand. I have had several female AT students that have worked with male athletic teams. From an administrative stand-point, it opens a whole new set of issues to be accounted for. (separate rooms for travel, relations with members of team, sexual harassment issues, treatment and rehab scheduling) These are often the same reasons for not hiring females to AT positions in male sports. So, when you say opportunities are fewer for females, I would agree, but not for the reasons you are implying.

Keep pursuing issues that you think will assist the women in our profession.

Keep up the great work. It will be a long road to equity and professional recognition for women in a traditionally male field!

Keep up the good work.

Good job with mentoring...I think the program is noble and helps the young ladies that are ATC's to-be.

Information on becoming involved if you are not known to the leadership. Abilities to volunteer for the National meeting.

More advertisement? I did not hear about above programs

this is not really a suggestion or a recommendation but I received this email just as I was going through a situation with some athlete's parents. I was not taken seriously by them nor was my clinic impression of their athlete respected, because in no uncertain term on their behalf, I am quote "a woman living in a man role." this is the ignorance that I talked of in a prior question. that is what I have to deal with daily, proving I'm "as smart" as a man.

This survey was very skewed for me as a participant due to the fact I don't primarily practice as an ATC traditional or non. My primary responsibilities are as a PT 1st, therefore much of the information I gave was more speculation and how things were for me 9 years ago before I became a clinical PT. I think that if you could survey people who practice primarily as ATCs in the traditional or non-traditional venues, your survey outcomes may be more meaningful.

I think the best way women can put forth women is to award or talk up each other. We tend to get caught in what we don't have or what we deserve rather

than looking at who has done well and blowing that horn. If we would blow each others horns it would put forward women and their successes as a whole. Once in a leadership position invite other strong women to be on a committee. We tend not to believe in ourselves as well as men believe in themselves so we need that mentorship that says to us "I believe you would be a valuable addition to the such and such committee of the NATA." Or there may be a feeling we don't want someone to show us up but this only strengthens that stereotype of women not supporting each other but instead getting into "cat fights". We have to support each other first.

Honestly I didn't know the Women in Athletic Training Committee had put together so many programs. It is a personal and professional goal of mine to become more involved at the local, state and national level, however, time constraints with my job are always an issue. Actually getting the time to log on and see what is happening at these levels is a challenge much less actually having the time to participate. I would like to say though with some of the questions I have answered that it is difficult for women in athletic training, but it is also just as difficult for the men and in part of this survey you are unable to give this information. I think more areas to input personal thoughts would be a good idea.

I wasn't aware of these programs, nor did I look for programs specific to women.

Offer more opportunities for Women in Athletic Training to meet each other and know about where women in Athletic Training work. Some symposiums or workshops for Women Athletic Trainers and students.

None specific, good work on addressing the issues of women in athletic training
huge in the self confidence and a lot of sassy attitude or they will be eaten up in the real world.

Unfortunately the struggles of motherhood and family exist. It is very difficult to work in a setting where you are expected to be on call 24/7, 7 days a week. Burn out is truly a factor. After working in the college setting for 10 years, I almost forgot what it was like to have my weekends free.

More communication with the female athletic trainers about options and programs that the WATC is doing.

I don't believe there are any offices at any level that would not be a good fit for a male or a female athletic trainer. therefore, keep trying to get women who are qualified to apply for these positions.

One of the questions made the assumption that women are not in leadership positions. Is this the understanding of the WATC? My perception is that there are

many women in leadership positions in AT. Maybe my perception is not as informed as it should be, in which case it might be good to report this data to all ATCs so they can see the reality in perception vs. actual demographic data.

I am still relatively new to the profession and have only been to two national conventions, but I don't recall seeing much promotion for the Women in Athletic Training event. I believe that I would have attended had I known more about it.

No suggestions, just a comment: I have been a certified athletic trainer for approximately 26 years. Over that time I have seen many women succeed at the national, district, and state level. Unfortunately, many issues pertaining to women (and families) have never been raised by district and national offices. Your committee takes such issues. Keep up the good work.

I have volunteered at the state level and was told that I was the only person other than the state representative. Also, since there was no action needed from a state committee, then no need to participate.

PLEASE CONTINUE TO EDUCATE US (MEN) ABOUT WHERE THE AREAS OF CONCERN BY THE WOMEN SEEM TO CREEP UP. MANY OF US PUT OUR HEAD IN THE SAND AND JUST DO OUR JOB NOT LOOKING AROUND AT WHAT MAY BE OTHERS BAD SITUATION.

None, this is a profession where males and females are treated equally at all levels of leadership and opportunity.

Include males, particularly academics, in whom you advertise your programs to. Make them feel welcome and ask their help when appropriate. Networks are powerful and may help.

reaching out to more women in the field finding ways for women who do leave the profession for family reasons to re-enter as easily as possible. (cew reductions or actually advertise about the hardship waivers)

Women ARE pursuing LEADERSHIP ROLES within the APTA. Such as JULIE MAX as our past NATA president. Your survey did not allow for the option to choose that Women ARE indeed pursuing leadership roles. Just perhaps not as much as their male counterparts.

We as professionals need to be more assertive in the field and in the classroom to show greater leadership qualities. If there are good mentors out there (male or female) they will help both genders equally and not make this a gender bashing issue. If there are opportunities out there then word should be spread in any way possible to open up all professionals perspectives to ensure the growth and leadership of our profession.

Division I Football runs the industry. It is difficult for non-football male athletic trainers to be promoted to head jobs at Football schools and probably impossible for females to get promoted to those positions. The sport coaches perception of female AT's is going to come into play specifically in a DI Football program. Changes in the way male sport coaches view female AT's will help change the AD's perception.

I would like to hear what the NATA WATC is doing on a more regular basis. Please include more frequent updates on committee activities in the NATA News.

Continue to spread things out to the individual state level. The Women in Athletic Training Committee in my state exist, but it isn't active. I would like to be more involved with Women in Athletic Training, but it seems that there are only opportunities at the national level.

Make sure that we are very honest with the women as they are getting into the profession. Make sure they know what is expected of them from the job so they can make an informed decision on how dedicated they are going to be to the profession. At some point the commitment to the family will interfere with the profession for most of these women and we need to do a better job of pointing this out early on in the educational process.

Although, my view is not as positive as it once was 10 years ago, I believe that advances have been made for single/non attached women in the Athletic Training field. Just not equal advances for women who choose to start families.

somehow make recommendations to employers to make it easier for women to return to the workforce after child rearing and scheduling fit for those who need daycare

Place women on the committee who represent the practicing membership. Also, "new blood" would assist in getting to the practicing ATC - many people on these committees at all levels have been on them since I was a student. I am active and I still don't see these women out there for the membership.

More self promotion of women that are at the leadership positions.

Keep on pursuing equality of opportunity.

I would love to understand the dynamic of so many women choosing to leave the profession...my thought is that low salary, amount of hours worked, and "overall burn-out" contribute to this dynamic.

I think I signed up to be a part of the committee but I never receive anything on how to be an active member.

Maybe be more available on nata.org and send out m the committee seems to me to be a small organization of women. make it appeal to a large mass and we will join. ore emails.

To encourage all females to get involved with their state and district associations which will help them to meet mentors/leaders. Give tips/skills to promote a "female" in the workforce when a employer/school has only had a male Athletic Trainer.

Get literature out on the how's and why's and if's when women are re-entering the field after being absent for child-rearing. There is not enough opportunity out there for those individuals who put child-rearing ahead of professional advancement and it is doing a disservice to our children and mothers across all professions.

Make a list of your goals and be willing to make sacrifices for what you deem to be of most importance to you. Take good care of yourself and your health and learn to say "NO". Have mental health days. Make good use of your time. There are only so many seasons of youth, but you will always turn 50, 60, 70, etc., so there is time to be a professional, even then, but you will never be able to turn the clock back. So savor your decisions and make them wisely.

I have never heard of any of these programs. Maybe that is the problem. I would like to attend these programs to learn how to deal with some of the situations that arise for the female athletic trainer. To tell a male AT that it is different for a female in this career, they look at you like you are crazy. They don't experience the same things we do.

I believe the issues and concerns of Women in athletic training are very different according their specific situations as well as the region of the country they live in. In my experience I feel I have been treated quite well in the field (and I think that has a lot to do with living in NJ) - but two situations stick out in my mind. I am fairly sure I did not get a position as a high school ATC becuase I was a female stepping into a male dominated "Football" school with a male Athletic Director. I did however get the Middle school position there, which I tuned out to love. I also believe years later, when applying for another HS position closer to home, I did not get the job becuase the female Athletic director there would rather hire a lesbian. Basically I was jilted by both sexes for different reasons. On a funny side note, both of those Athletic Directors have since be fired from thier positions for illegal or questionable behavior. As for me, I am happily employed as a teacher, coach and per-diem ATC 5 minutes from home! Best of luck with your research.

Change your leadership - some women feel the committee is led by a person who is overbearing and overextended. Some female members of the NATA do not feel like the committee represents them as a result.

Better advertising... More welcoming to all women - I feel a core group of women are in place and not always welcoming to new ATCs or ATCs who want to get involved

If you are ever in need of assistance on your committee please contact me
laura.rubesich@neomin.org

To get more up to date information on the website about family balancing issues. It would have been helpful for me to have contact information of other mothers out there so I could talk to them about all the problems I was going through.

Persistence and professionalism to achieve their goal.

I was having this conversation with my students just yesterday regarding the lack of older women in the profession. So many women, while extremely talented have had to choose between family and work schedules. I admit freely that I would not have been able to adopt a child while I was working as a clinical athletic trainer. It was only when I chose to quit that aspect, return to school, and get a job in the academic setting that I was finally able to have my child. It is easily manageable in the academic setting, but next to impossible in the clinical setting.

stop playing the "female" card. i am an athletic trainer first and a female second not a female athletic trainer. i have worked hard for all those around me to see this and that is how they respond, they don't see me as a female first i am just another athletic trainer. this how i remain successful in a "men's sport".

Push for Secondary schools to make it mandatory that they have a Certified Athletic Trainer on the staff, hired by the school. That is much more important to me than what the NATA has been doing about the "incident to" issue in the clinic setting. I don't even like the clinic setting, it doesn't allow us to practice our craft. In my opinion, Certified Athletic Trainers don't even belong in the clinic setting.

Better resources for pregnant women looking to take maternity leave in the middle of the year. A network of long-term subs would have been helpful. Also, resources on beginning back to work full-time with a new baby.

Keep up the great work! Now, with more women in the NATA than men; gender inequity issues are not as great as they once were; sexual harassment happens less often; women are thought of as highly capable, bright, hard working, reliable, and competent. We have come a long way. Progress is still needed; but we have come a long way since the 60's and the 70's, for sure!

Keep Pushing For Equality!!!

I have only been involved in the profession for a couple of years, therefore my experience in a few of these areas are somewhat limited. However, what I do know is that I have had knowledge of multiple job openings for which I would not be considered because of "gender equity issues." Therefore I find it unfortunate that is the area with which I have had so much experience.

Remember to find a husband who can understand and be very flexible in this field. It is a very demanding job that takes tons of time from family and kids. Try to find a job in the school system your kids go to school in.

In my area there are more woman AT's then men. I have a female assistant and 2 interns a semester from a local school and have only had one male intern in the last 3 years. The only area that could be an equity problem would be professional sports. This is only because professional sport are dominated by male sports. why can women work with male sports but men can not work with female sports.

Better salary for all and better working environments ie: limiting hours

I just think some of the life issues should be discussed etc as part of the curriculum and for there to be continued communication with other women (if they desire it) through groups like the WATC

Encourage candidates to get secondary teaching certification in feilds other than PE.

Is there a listserve for women in AT? Make the info more public on the main web page (NATA)

Keep up the good work in the WATC. Keep encouraging women to take an active role not a passive role as an ATC.

Continue to work hard and conduct yourselves in a professional manner. Do not jump to conclusions and professionally confront any perceived problems versus first jumping to accusations or charges.

I would like to see more opportunities for involvement for younger women in the athletic training profession.

Keep plugging away - look where you where 25-15 and 10 year ago and look where you are now. Nothing can be just handed to anyone - hardwork and dedication will pay-off 9/10 times

Find out how it is legal for some professional teams to say that they will not, under any circumstances, hire a female athletic trainer. I know for sure the Carolina Panthers are one and I have heard of many more

The biggest problem I see is the stereotype that some male professionals have about the place for women. Some men in the profession seem to think that women only are professionals until they get married and have children - then they leave the profession. My concern is that it seem considerably easier to men to have families while in this profession and more difficult for women. While it is part of the reason many women leave the profession or typical settings - what have we done to change that trend?

I did not know about the programs, but would have liked to participate.

Address the issue of balancing family and athletic training with the long hours. I do not have kids right now but when I plan on having kids I definitely cannot see myself continuing with this schedule of long late hours. So I plan on getting out of this field and doing something more 8-5, or maybe just teaching.

I am a male working at an all female college and I believe that men and women have equal rights in the athletic training setting. There are many times when a college is looking for a specific gender when hiring, but it appears to me that they are looking for a female as often as they are looking for a male.

Pursuing a leadership position as a female is a personal choice, and those who chose to pursue that goal will be able to negotiate the challenges presented to them during their endeavor to be a successful leader. A good leader, whether male or female, will achieve their goal(s) and will always be a professional no matter what the circumstances.

This is a hard profession for females who want to have a family.

Quit complaining about your male counterparts and do your job. The profession as a whole does not make money, we are not rewarded for our efforts, we are highly educated and under paid. The NATA is a useless entity that drains money from members and in turn does nothing but watch the APTA continue to kill our profession. My advice, consider another career as I did which I now work less hours and make four times what I did as an ATC.

I think it is wonderful that the committee is looking at this issue. I decided to pursue a PhD after it was made clear to me by two male assistant athletic trainers (my supervisors) that I could never teach and be an athletic trainer at a small college because positions like that did not exist. Although I know this is not true, the closed-mindedness of the males that made up the majority of our training staff was not something I desired to continue to work with. The males made it clear by their words and actions (which the athletes quickly picked up on) that the women assistant trainers were not competent or respected in our training room. This attitude was perpetuated by our male head athletic trainer and the male sport focused climate at our NCAA Div-I school. I believe I would be much more

involved with the Athletic Training community if I had not had this extremely negative experience as a graduate assistant athletic trainer.

Promote the secondary school setting. In my experience it has been quite successful and agreeable to women who don't want to work full time but still want a challenge and to be part of an organization, but not be the sole breadwinner of a family.

Look for ways to promote women's issues without male bashing. I am interested in ways to advance my career and increase my contributions to the field of AT without sacrificing my family responsibilities.

As an athletic trainer and an employer, I can see another issue regarding leadership. The field is very energy demanding. It is often difficult for women to return to the workplace on a full time basis following child birth, especially in the traditional setting where nights and weekends are necessary. Men who maintain full time status therefore tend to have more seniority when leadership roles develop. On another note, some awards etc that the NATA give out are based on years of service, or professional sports involvement etc, that preclude many women. I believe criteria for these awards should be looked at so that they do not inherently deny women the chance to achieve them.

Because I have been able to attend only limited national meetings, I would like to see a stronger online network.

I feel that as long as the ATC working demands include lengthy hours, weekends, and evenings, the Women in Athletic Training committee will always serve the purpose of representing women in the profession. Personally, I LOVE the career I chose, I just don't enjoy the lifestyle commitment anymore. How do you balance 3 children under 2.5 years, old, a husband, home, professional career, as well as finding time for personal growth and satisfaction? That may be a question we never answer! If ATC salaries were more concordant to education level and time commitment, it might make sense for me to work and my "techie" husband to stay at home but for now I'll have to be happy staying at home and working part time.

Some times its not what you are asking for, but more so how far away others are to me. Distance can be a problem too.

question 36 should offer-women would like to pursue roles/offices but can't due to family obligations-single moms

Need more female mentors

The WATC needs to become more of an ACTING body within the day to day operations of athletic training at an individual level. If it were a body of

individuals I could call on for advice, or assistance when looking for job advancement, I would feel much more supported, and not like a random female ATC in a male dominated profession. Thus far in my career, I have had the opportunity to work in the NFL as a year long athletic training student intern, and now am the associate athletic trainer for a very successful Div-1AA football program. From here, I do not know where I can go, because positions of advancement for me are near unheard of. I would love to work more with the WATC program to help myself, and other women ATC's advance as they desire to without the gender obstacle that seems so obtrusive at this point.

Help with secondary school full-time athletic trainers. There is a great need for the full-time in many high schools in the area that I live especially for women because of the fact that family, pregnancy can be a major issue.

There are many of us who simply cannot afford the NATA. I am one. Last year I figured out what it would cost me to be as active as I feel I would need to be to advance. Dues are two days' pay. National Conventions cost nearly one month's pay. CEUs range from one day's pay to a week's salary. I suspect that I will leave the NATA in a few years and practice under my state license only. After 25 years in the profession, it is a sad commentary but true.

Offer programs at different times than the National Convention. It's hard for someone who is the only athletic trainer at an institution to make most of the meetings; state, local or national.

The "TLC/Hallmark Card" approach to issues does not work. Present the hard facts/real tools for women to succeed. Women need to work w/men on a day-to-day basis, so just the title of this committee reeks of "we vs them".....and divides the membership. Athletic Training should be sexless.

Keep up the great work

Keep doing the great job that they are doing. Please remember that an individual that is not certified is as important as those that are. Do not discriminate against each other in that capacity.

I think the committee is doing a wonderful job - great speakers at teh SWATA level and a good job promoting. There need to be more life balancing issues addressed for female AT's who are having children - many females have children and then leave the profession. I believe they need examples of individuals that have been successful juggling the responsibilities as mom as well as an athletic trainer at all levels.

I am on the committee :)

APPENDIX J

YEARS OF SERVICE VS SALARY IN 2006

20 years or more

Salary	Males (86)	Females (60)
\$30,000-\$34,999		1
\$35,000-\$39,999		4
\$40,000-\$44,999	6	7
\$45,000-\$49,999	11	5
\$50,000-\$54,999	17	10
\$55,000-\$59,999	10	6
\$60,000-\$65,999	11	4
\$65,000 and above	27	18

16-20 years of service

Salary	Males (42)	Females (46)
\$30,000-\$34,999	0	1
\$35,000-\$39,999	2	3
\$40,000-\$44,999	4	9
\$45,000-\$49,999	5	8
\$50,000-\$54,999	9	4
\$55,000-\$59,999	7	4
\$60,000-\$65,999	3	4
\$65,000 and above	12	9

11-15 years of service

Salary	Males (62)	Females (90)
\$25,000-\$29,999		3
\$30,000-\$34,999	6	10
\$35,000-\$39,999	4	12
\$40,000-\$44,999	9	21
\$45,000-\$49,999	8	14
\$50,000-\$54,999	13	8
\$55,000-\$59,999	6	4
\$60,000-\$65,999	2	2
\$65,000 and above	9	7

6-10 years of service

Salary	Males (66)	Females (138)
\$20,000-\$24,999	0	3
\$25,000-\$29,999	0	7
\$30,000-\$34,999	10	24
\$35,000-\$39,999	11	38
\$40,000-\$44,999	14	22
\$45,000-\$49,999	7	12
\$50,000-\$54,999	10	11
\$55,000-\$59,999	3	5
\$60,000-\$65,999	3	3
\$65,000 and above	6	3

1-5 years of service

Salary	Males (65)	Females (142)
\$10,000-\$14,999	0	4
\$15,000-\$19,999	2	5
\$20,000-\$24,999	1	6
\$25,000-\$29,999	5	19
\$30,000-\$34,999	19	48
\$35,000-\$39,999	16	28
\$40,000-\$44,999	6	12
\$45,000-\$49,999	4	7
\$50,000-\$54,999	3	1
\$55,000-\$59,999	0	0
\$60,000-\$65,999	2	0
\$65,000 and above	4	2

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